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ABSTRACT

Designed as a guide for policy formation, program development, and resource allocation, this report identifies and evaluates future trends and their implications for California's De Anza College (DAC). Section 1 contains introductory information on the purposes, processes, and components of institutional planning at DAC. Section 2 assesses the current state of the college, summarizing the results of the college's self-evaluation based on the following "critical success factors": attractiveness to students, transfer rates and post-transfer academic success, job placement, persistence rates, staff productivity, program expenditures, faculty salaries, purposeful innovation in instruction and student services, fiscal soundness, and reputation. This section also describes program assessment at DAC, reviews physical plant needs, and offers conclusions about DAC's strengths and weaknesses. Section 3 presents seven planning premises, with supporting data and discussions of implications: (1) demographic trends towards increasing diversification in age, ethnicity, and lifestyle; (2) rapid changes in technology, the economy, lifestyles and values; (3) effects of the knowledge explosion on the college and the local economy; (4) the impact of new educational technology on instructional delivery systems and administration; (5) increasing competition and cooperation; (6) enhancement of fiscal resources; and (7) the tension between state and local control. The final sections focus on new and renewed strategies for the 1980s and beyond, and the challenge of changing plans into reality. (EJV)

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A Proud Past
A Vital Future

FOR THE 80s AND *Beyond*

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DE ANZA COLLEGE

Cupertino, CA 95014 July 1986

The Foothill-De Anza Community College District operates De Anza College in Cupertino, California, and Foothill College in Los Altos Hills, California. The two colleges provide a broad spectrum of postsecondary educational services to the people of northern Santa Clara County. The District is governed by an elected five-member Board of Trustees and an annually appointed student representative to the Board.

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- The Importance of an Ongoing Assessment of the External Environment
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Premise 1 DYNAMIC DEMOGRAPHY: De Anza College will serve a dynamic population characterized by minor growth but major diversification in age, ethnicity, and lifestyles.

Premise 2 MAJOR SOCIAL CHANGE: Making a living **and** making a life are still the driving motivational forces for most students as rapid "third wave" changes alter our society.

Premise 3 THE KNOWLEDGE EXPLOSION: Information-Age technology advances, especially evident in Silicon Valley, require continuing updating by the college of its curriculum, instructional delivery, staff, and equipment to provide the educated talent required by the local economy. Technological change will radically effect the way some people work and substantially alter the still-needed traditional occupations.

Premise 4 THE IMPACT OF NEW EDUCATIONAL TECHNOLOGY: The potential impact of Information-Age technology on education is as profound as it is for the economy. Constant purposeful innovation in improving traditional delivery systems, administrative processes, and in the development of alternative delivery systems seems critical to improving quality and retaining enrollment.

Premise 5 INCREASING COMPETITION AND COOPERATION: While meeting the many challenges of constant change, quality must be the hallmark of the college if its comparative advantage with other providers is to be maintained and enhanced.

Premise 6 ENHANCEMENT OF FISCAL RESOURCES: A strong California economy will produce adequate resources but competition from other State programs will require the excellent college to supplement its State revenues from other sources.

Premise 7 THE CENTRALIZATION STRUGGLE: The current dynamic tension between state and local control will continue into the near future calling for sensitive responses to governance changes.

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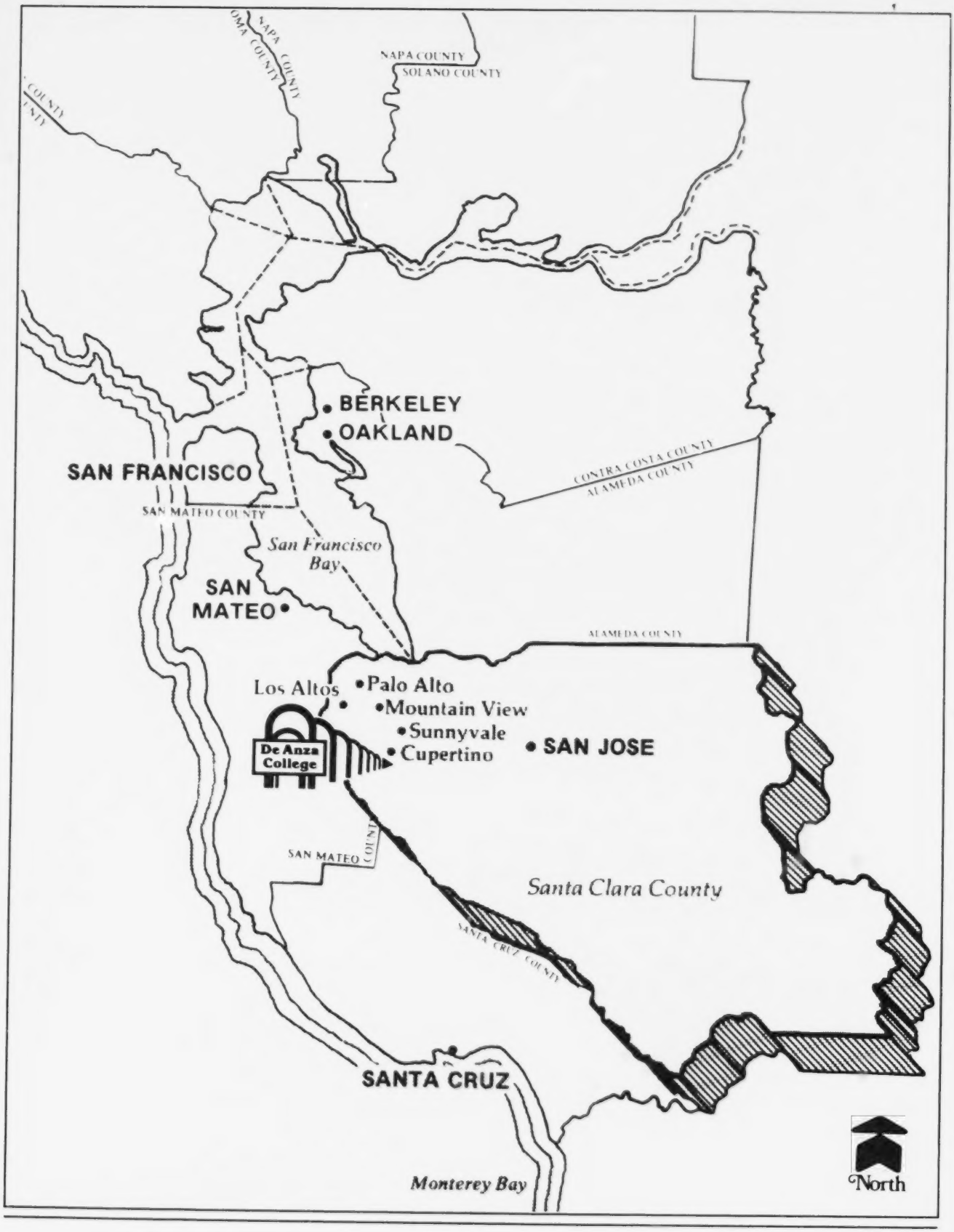
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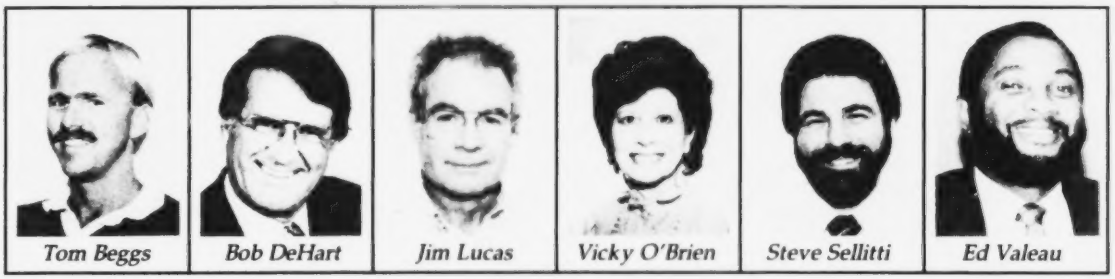
SANTA CRUZ
Monterey Bay
North

FOREWORD

Academic strategic decision-making means that a college and its leaders are active rather than passive about their position in history. With an academic strategy a college leaves the passive mendicant order and becomes an active knight-errant.

—George Keller



Tom Beggs | *Bob DeHart* | *Jim Lucas* | *Vicky O'Brien* | *Steve Sellitti* | *Ed Valeau*

PLANNING GROUP

All of us who care about our students and care about our college have been consistently engaged over the years not only in "doing things right" but, just as importantly, in "finding the right things to do" during these turbulent times of changing demographics, economy, and social values. What to keep, what to throw out, what to add, what to enhance, and what to scale down are questions that lie at the heart of a college that is striving to be the best it can be. Certainly excellence is never achieved by drifting into it. We must have a vision of our future and then not leave it to chance but plan for it. That vision should seek the optimum but must have reality filtered into it because above all we need a *working* vision.

While no document can ever capture everyone's vision of the future, this one has sought facts as a foundation and tempered those facts with an open process that has used the judgment of all segments of the staff in arriving at long-term strategies. We were seeking an enduring consensus, and I believe we have achieved as much agreement as a complex institution like De Anza can get. De Anza has been riding the crest of a wave and we expect to stay on that crest in large part due to the planning that has kept our energies focused.

The collaborative effort of a great many individuals and groups have gone into our planning. While not everyone was involved in the preparation of *Planning for the 80s—And Beyond,* everyone was afforded the opportunity and most of the staff did participate in some way. The Board, the Senate, and the Cabinet were especially helpful in spending long hours in reviewing and critiquing the three drafts the document moved through. And finally I want to give full credit to the Planning Group for their months of hard work in collecting, analyzing, and posing significant trends to be considered. Their creativity established the framework that others built upon in producing this vision of our future. They always sought the best for the college and its students even when the implications of the trends seemed to lead in directions contrary to the current conventional wisdom.

As the college moves into the remaining decade-and-a-half of this century, it is well positioned for pursuing the strategies set forth in this document. Despite the trials and tribulations of the turbulent 80s, the college has managed to maintain its vitality and enhance its programs. Our continuing commitment to good planning promises an even brighter future.

A. Robert DeHart, President
De Anza College

DeAnza College 21250 Stevens Creek Blvd., Cupertino, CA 95014

SECTION 1

INTRODUCTION

The pertinent question (in strategic planning) is not how to do things right but how to find the right things to do, and to concentrate resources and efforts on them.

—Peter Drucker

Purposes

Peter Drucker does not minimize the need for institutions to do things right, on the contrary, most of his writings emphasize quality performance. The point he does make for us is our need to search out the *right things to do* and how this is so often such a formidable task. The basic purpose of this document is to undertake that task: the identification and evaluation of future trends and their implications for policy and operational directions for De Anza College.

Among its many uses, this statement can:

- guide policy directions and decision-making of college and district officials and the trustees;
- support proposed program and budget changes;
- assure the more effective use of available resources;
- facilitate constant, purposeful innovation; and
- establish the foundation for an enduring consensus among constituencies.

This document should not be viewed as a blueprint for the college's future that must slavishly be adhered to. Unexpected changes occur, public policy veers often in unpredictable ways, and new issues can emerge with dramatic suddenness. The vision portrayed herein is, therefore, dynamic in nature and subject to periodic review and revision. Even so, this working vision is critical to the continuing development of a college that aspires to be the best it can be.

Process

This second edition of *Planning for the 80s* relies heavily on the first edition, improves on several sections, and presents much of the material in a different format. Nevertheless, the outcome of them both is the same: strategies to be pursued during the remainder of the 80s—and beyond.

A small group under the direction of the president spent several months updating trends, validating or making new assessments of the implications of these trends, proposing an updated version of the college's mission statement, and bringing together the major documentation on the current state of the college. This collected information was then turned into a first draft. This draft was submitted to such groups as the Senate, the Deans' Council, and the District Policy and Budget Development Group for critiquing. A second draft was then written and discussed at two open hearings where any college staff who were interested could participate. The third draft went to the Board for final review.

Components of Institutional Planning

Planning is the conscious process by which an institution assesses its current strengths and weaknesses, assesses the likely future condition of its environment, identifies the future state for itself, and then develops strategies, policies, procedures, and work plans for reaching that state.

Figure 1 is a graphic outline of the relationship of mission, environmental assessment, insitutional assessment, and how, when considered together, they lead to strategies that guide operational plans.

Understanding Strategic Planning

Strategic planning makes three basic assumptions. The first (and safest) assumption is that the future will be different. Good strategic planning will prevent an institution from uncritically extending present trends into the future, from assuming that today's services will be the services of tomorrow, and from dedicating its resources and energies to the defense of yesterday.

A second assumption is that strategic planning is dynamic, not static, and requires decision—now. It imposes risk—now. It requires action—now.

It demands allocation of resources—now. To consider proceeding five years from now is not long-range planning but an idle diversion. Peter Drucker says that kind of planning has as much reality as the eight-year-old boy's plan to be a fireman when he grows up. Everything that is "planned" should become immediate work and commitment. Strategic planning does not deal with future decisions—it deals with the futurity of present decisions. The question is, "What do we have to do today if we want to be in some particular place in the future? What will not get done at all if we do not commit resources to it today?"

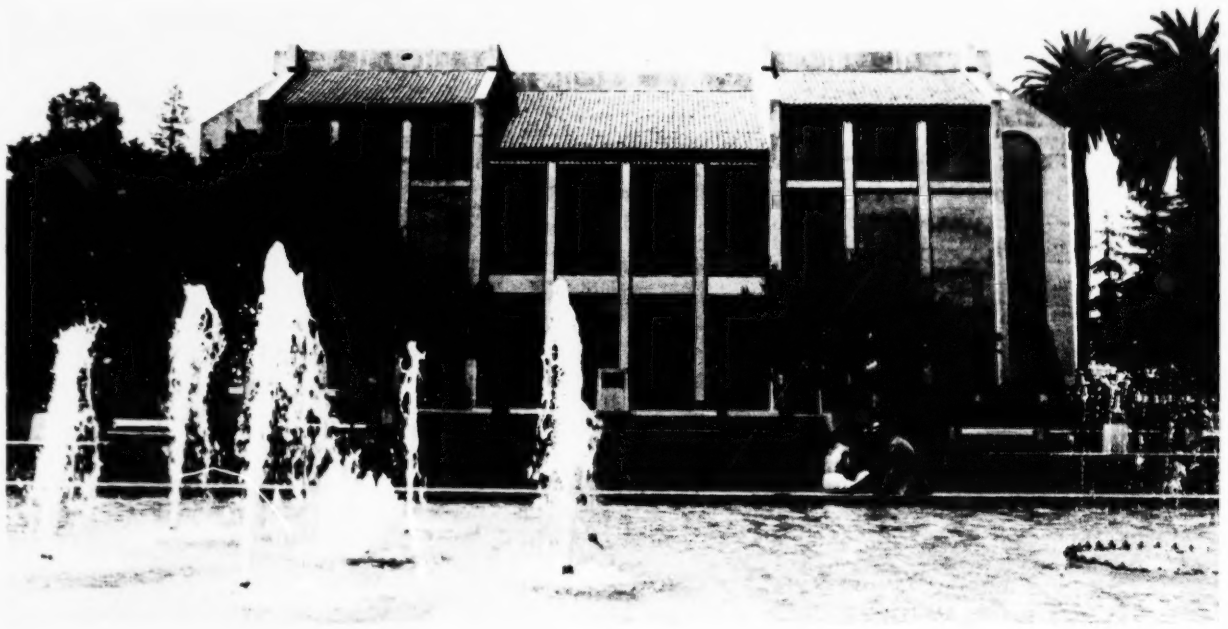
A third assumption is that good planning is not an attempt to eliminate risks but to take the right risks. We want to choose rationally among risk-taking courses of action rather than plunge into uncertainty on the basis of hunch, hearsay, or past experience. Our choice is to make our decisions responsibly using good planning that is organized, rational, and based on knowledge, not prophecy. The end result, however, is not knowledge but strategy. Its aim is action now. And, of course, what so many institutions and people fail to realize is that avoiding decisions is in itself making a decision.

In updating old strategies and introducing new ones, the knowledge gained from an environmental assessment and an institutional assessment presents us with problems, needs, constraints, and opportunities—both within the institution and in its surrounding environment—that must be analyzed for potential strategies. These strategies will address such issues as the clientele to be served; new programs and services to be introduced; establishing priorities for enhancing, reducing, maintaining, or terminating existing programs; improvement of instructional delivery systems; needed staff development; and where to seek funding. These are not mutually exclusive issues and any given strategy will usually address more than one.

Inventing Our Future

The futurists are predicting turbulent times for the 80s. In turbulent times, to paraphrase Peter Drucker, our first task is to make sure of the college's capacity for survival, to make sure of its structural strength and soundness, of its capacity to survive a blow. But just as importantly, the college must be able to adapt to sudden change, and to avail itself of new opportunities. A time of turbulence is a dangerous time, a period of rapid innovation, a period of fast and radical structural shifts, but it is also one of great opportunity for those who can understand, accept, and exploit the new realities.

Never before have we had a stronger need for the strategies that will convert the threat of change into opportunities for productive contributions to society, the economy, and the individual. We do not need to be innocent bystanders; we can invent our future.



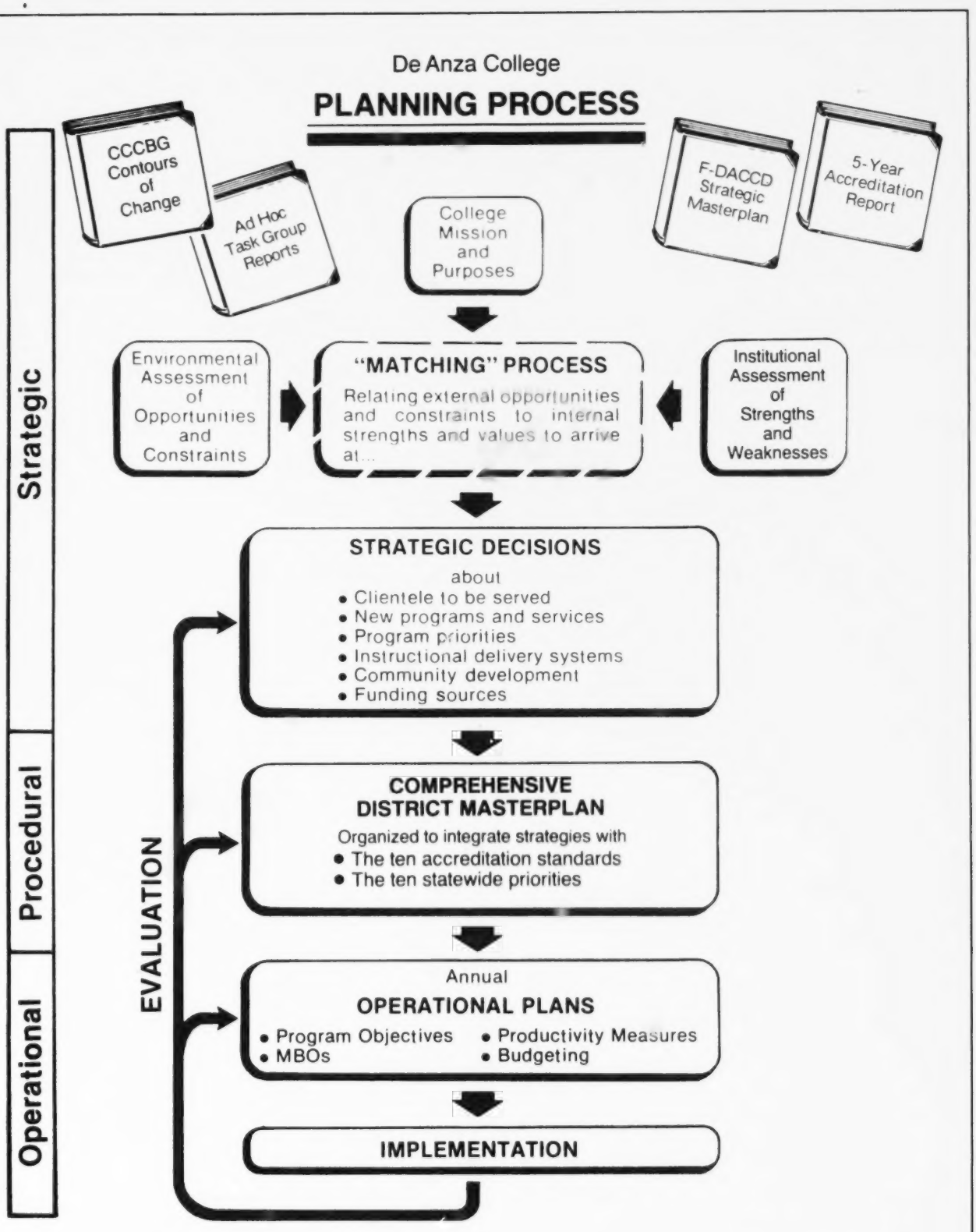
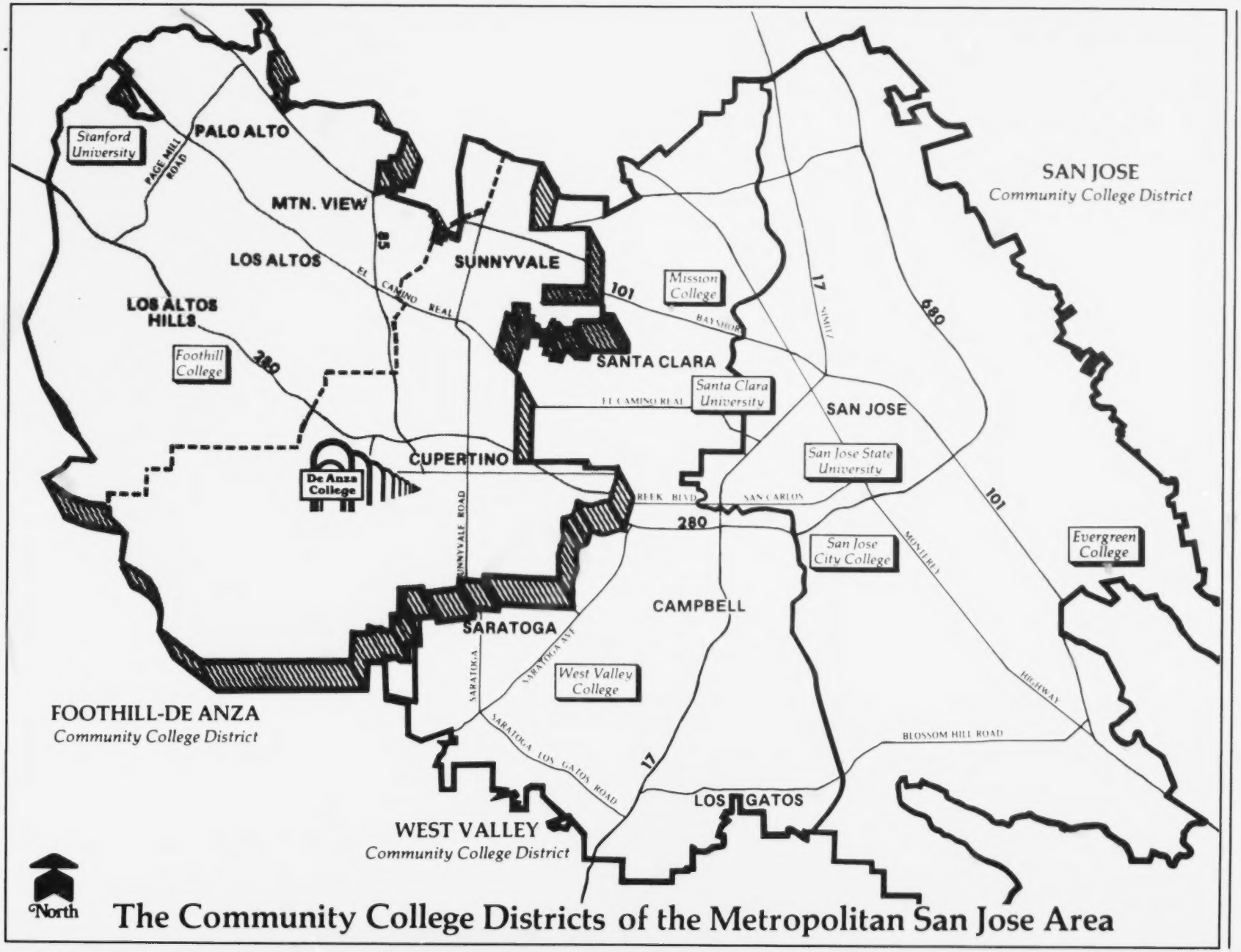


Figure 1. The components of institutional planning at De Anza College



11 The Community College Districts of the Metropolitan San Jose Area 12

SECTION 2

STATE OF THE COLLEGE

An Assessment of the Internal Strengths and Weaknesses of the College

Let us in education dream of an aristocracy of achievement arising out of a democracy of opportunity.

—Thomas Jefferson

The Paradox of both Stability and Change in the College's Mission

It is crucial for an enterprise to know "what business it is in." Despite many opinions to the contrary, community colleges for at least the last two decades have maintained a clear vision of what their business is: *The providing of educational activities for the personal development of post-secondary age adults.* This open access/equal opportunity mission has been stable; what hasn't been stable are the radical changes in the population and environment which have caused a greatly expanded curriculum, the development of comprehensive student services, and the changing academic standards within all this growing diversity.

Figure 2 is the mission statement for De Anza College that tries to capture both the stability and the changing nature of the college's mission. The super ordinate statement at the top expresses what business we are in: the development of people and the enhancement of the quality of community life. This is further described by a list of major purposes. The strategies and programs we have adopted to accomplish our purposes are then shown followed by the outcomes to be expected from these many activities. Most large, comprehensive community colleges are guided by similar statements even though the expression of them may look somewhat different. The unusual thing about this mission statement is the way it shows the relationships of the components contributing in moving from the simple statement of the business we are in to the very complex outcomes we expect to achieve. Most mission statements confuse programs with strategies and purposes thus making it difficult to convey what the college is trying to do, why they are doing it, and how they know when they've done it.

The Spirit of Excellence at De Anza College

In the first twenty years of our institutional life, De Anza has been developing an identity, an irreducible and value laden center that makes us interpret our environment in ways that give meaning to our mission. We have talked little about our identity. We have focused instead on what we could do in our world. Looking outward is at least one symptom of health, and De Anza's growth testifies to the power of such a focus. In our second twenty years, we will continue to look to our community, continue to respond to changes in population and business and technology to develop our external character.

More importantly, we will increasingly give conscious attention to our identity. It is the foundation of all our endeavors. It remains constant in the face of all the change our studies suggest. It determines how De Anza helps shape our community. It makes us a force to contend with rather than simply a means to various community segments' goals. It allows us not only to hear clearly the *desires* of our community but to state clearly the educational *needs* of our community.

Critical Success Factors Analysis

In developing strategies, the college must assess not only those trends *external* to the college but also do an assessment of trends, strengths, and weaknesses *internal* to the college. The assumption is that De Anza College will use its strengths in pursuing certain strategies and avoid those where it is either weak or has no capability or where a strategy might be in violation of its mission. The internal assessment does not need to go into the same detail that an accreditation self-study or a program by program evaluation might. Rather what is needed is a more general assessment; in fact, what should be used are just those measures of a limited number of areas in which

satisfactory results will ensure an organization's success. In these few key areas "things must go right" for the organization to flourish and achieve its goals.

The college has adopted a process developed by the Sloan School of Management of MIT that identifies these key factors. This process is known as Critical Success Factors (CSFs). Once identified, measures are made to give the degree to which the college is able to perform in these key areas. Hard data are used where possible, and in those instances where hard data aren't available, executive summaries of surveys or annual reports are used. In order to determine the degree of success, comparative rankings with other similar institutions are presented when available.

> *We (as consultants) urge every organizational unit in every function to develop key quality measures.*
>
> —Tom Peters
> *In Search of Excellence*

Six CSFs have been identified as key to the success of De Anza College. Where superior performance can be demonstrated for a factor, the college is assumed to be strong there; if less than satisfactory performance is indicated, the college has a weakness. Obviously, such information is vital in planning for the future. The six CSFs identified for De Anza College are:

- Attractiveness to students
- Comprehensive, quality programs
- Productive, state-of-the-art staff
- Constant purposeful innovation
- Fiscal soundness
- Reputation

Many more factors of importance might be introduced, but these appear to be the "critical" ones. A great many measures could be developed for each factor, but again the method calls for presenting those few indicators which demand continuing scrutiny by trustees, senior management, and faculty leadership to be assured that the college is performing appropriately.

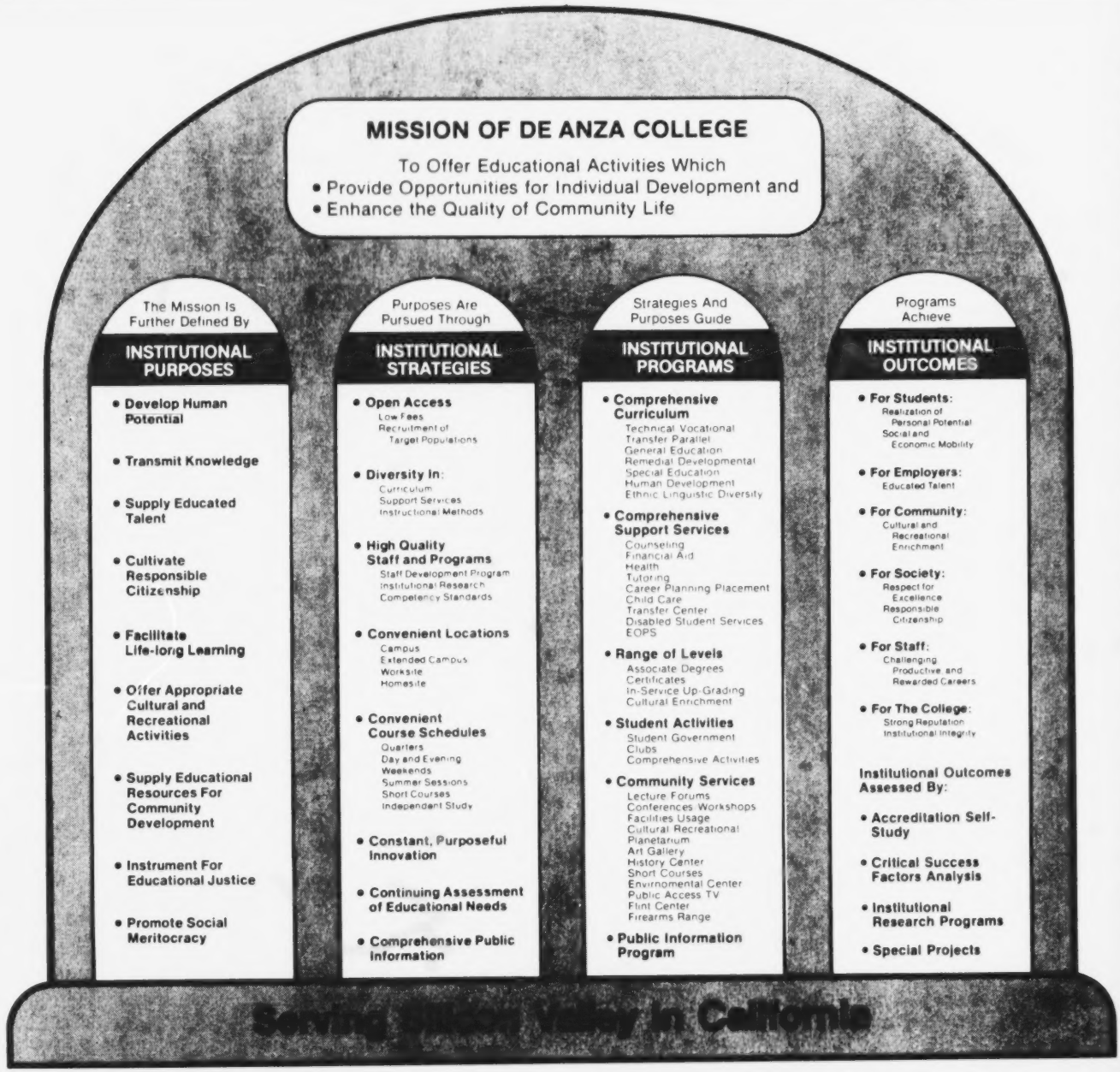


Figure 2. The mission of the college showing the relationship to purposes, strategies, programs, and outcomes.

The following measures have been collected for each of the CSFs:

ATTRACTIVENESS TO STUDENTS

"Participation Rate" is the college's single best measure of attractiveness to students. The 14 percent rate takes on more meaning when comparisons with other colleges are available. State reports for all college districts in California make comparison possible. Participation rates for various types of students at the college are also available but the overall rate is the one considered to be critical.

SELECTED

PARTICIPATION RATES

Fall 1984 Credit Students

District*	Fall Enrollment As A Percentage of The District's Adult Population
1. Coast	15.8%
2. De Anza	14.0
3. Santa Barbara	13.2
4. North Orange	11.8
5. San Diego	11.6
11. Foothill	10.2
14. West Valley	9.2
STATEWIDE AVERAGE	**7.9**
42. San Mateo	6.7
57. San Jose	5.8
68. Los Angeles	4.4
69. Sequoias	2.6
70. Mt. San Jacinto	2.0

**Foothill-De Anza District reported by its colleges' service-area adult populations.*

COMPREHENSIVE, QUALITY PROGRAMS

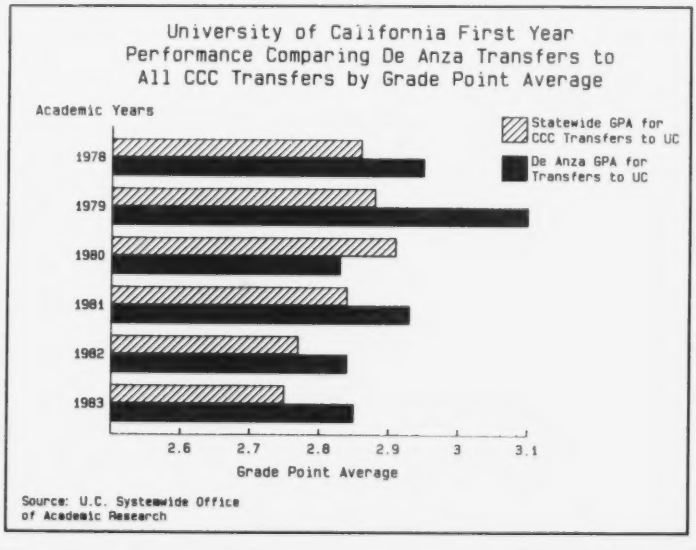
The transfer functon is here measured by the "transfer rate" as determined by an annual California Postsecondary Education Commission report. Again, data on sub-categories of students will be important, on minorities for example, but this is a good overall indicator.

California Community Colleges

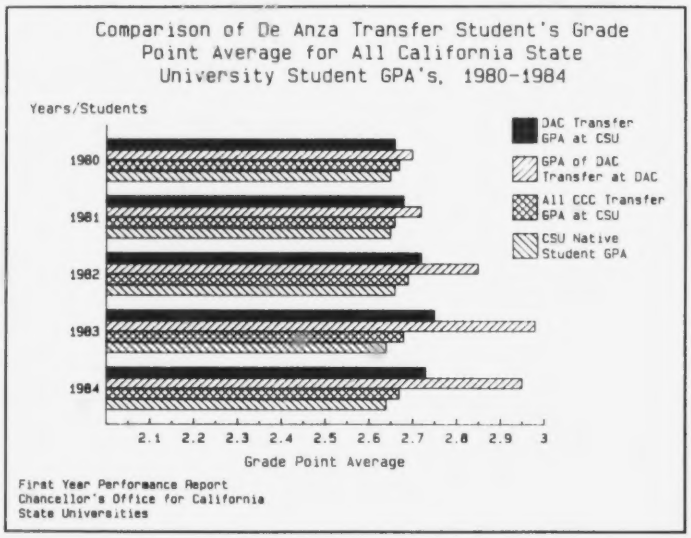
TRANSFER RATES

	Fall '84 Transfers to UC and CSUC as a Percentage of the '82 Entering Frosh Class
1. De Anza	62.6%
2. Foothill	60.5
3. Sacramento	50.0
4. MPC	49.9
5. Long Beach	45.3
STATE AVERAGE	**28.5**
103. LA Trade Tech	9.9
104. Vista	9.7
105. Palo Verde	3.8

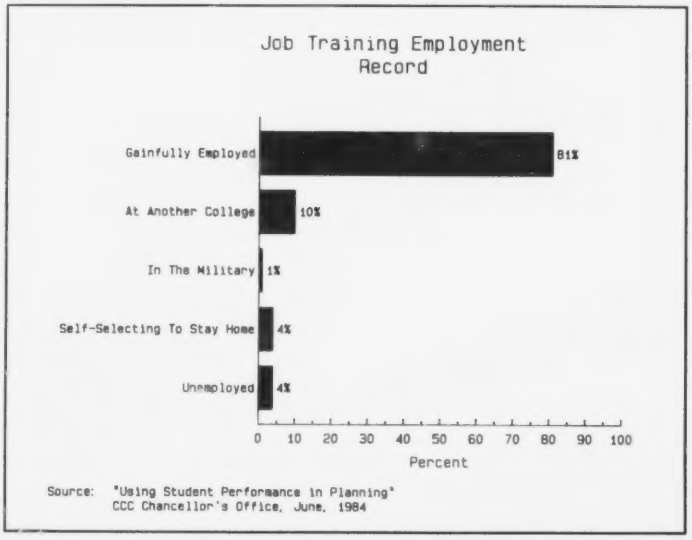
1985 CPEC Report



How well students fare after they have transferred is another good measure of the quality of the transfer program. The college's transfers maintain good records at both the University of California and the California State University system.


Comparison of De Anza Transfer Student's Grade Point Average for All California State University Student GPA's, 1980-1984
Years/Students
1980
1981
1982
1983
1984
DAC Transfer GPA at CSU
GPA of DAC Transfer at DAC
All CCC Transfer GPA at CSU
CSU Native Student GPA
2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9 3
Grade Point Average
First Year Performance Report
Chancellor's Office for California State Universities

Gainful employment following the completion of vocational-technical programs is consistently very good. Other measures, chiefly scores on national certification exams, always place De Anza graduates near the top.



The college still has a lot of work to do in reducing the great variability in drop-outs among courses and among sections of the same course. Currently underway are several task groups for attacking this problem.

De Anza College

SELECTED

PERSISTENCE RATES

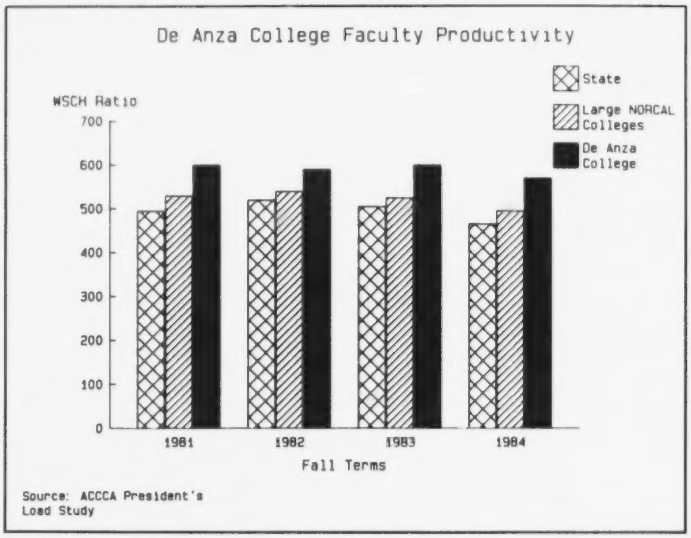
Spring, 1985

Courses With Ten Or More Sections	Percentage Persisting		
	Average	Low Sect	High Sect
Biology 10	80.4%	67.6%	97.1%
Business 52	80.2	73.9	96.1
Psychology 1	77.9	67.9	105.3
Political Science I	77.7	55.6	95.2
CIS 1	77.4	59.7	115.0
EWRIT 1B	76.6	42.3	105.3
EWRIT 100B	70.2	48.0	96.0
Accounting 1A	66.5	35.1	97.6
Math 50	63.0	30.0	89.0
Math 81	62.2	36.4	80.8

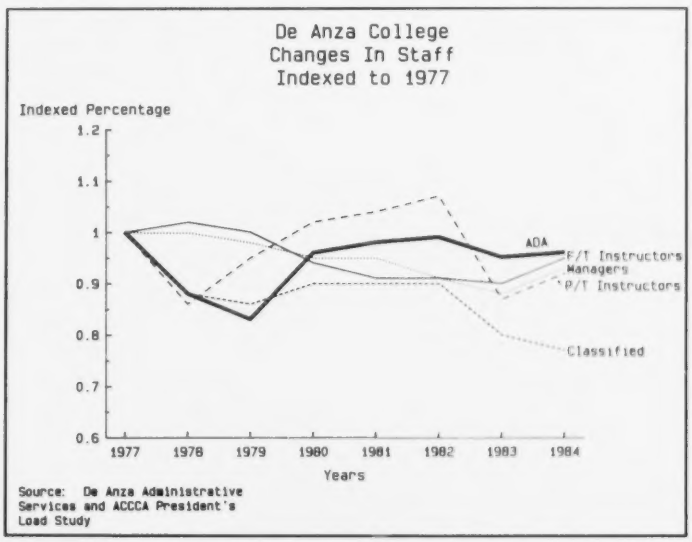
Enrollments taken at the end of the first week and at the end of the term.

PRODUCTIVE, STATE-OF-THE-ART STAFF

The largest segment of the staff, and the one closest to the firing line in accomplishing the college's mission, is the certificated group of teachers and counselors. Their productivity is key to the college's ability to maintain and enhance excellence as well as being the key to fiscal soundness. The productivity of the faculty in fall term, 1984 was 25 percent above the state average.



Productivity of other segments of the staff is more difficult to measure. When indexed to 1977, the pre Prop. 13 year, staff changes have varied by segment, but contract staff are all at lower levels even though the comprehensiveness of the college has not been reduced and many District functions have been shifted to the colleges.



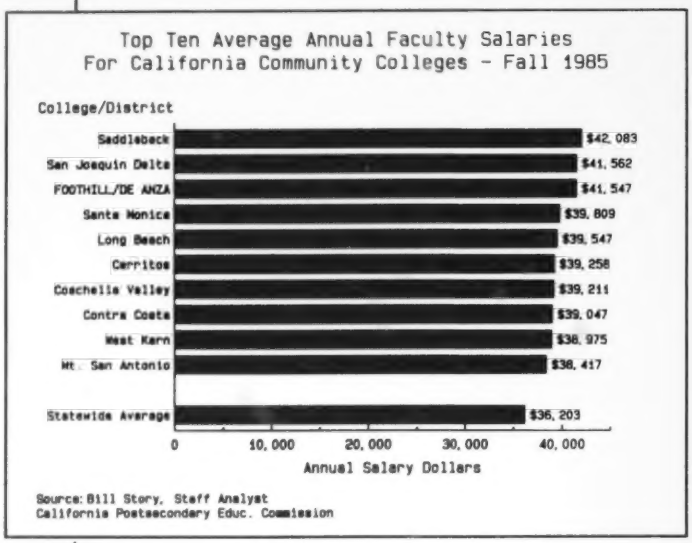
The amount of funds committed to staff renewal (business travel is not included) is one percent of the salaries of that group. This has been building back up gradually following Prop. 13 cutbacks. It is sizeable now compared to most colleges and it is anticipated funds will go higher, especially for conference attending.

De Anza College

VITALITY PROGRAM EXPENDITURES
1984-5

	Persons	Expenditure
Professional Develop. Leaves	15	$116,028
Innovation Fund Grants	8	9,240
Division Retreats	344	5,942
Conference Funds	35	5,054
Revitalization Fund Grants		
Conferences	23	11,095
Exemplary Program Travel	11	3,825
Campus Workshops	3	1,665
Released Time	6	5,518
Committee Retreats (3)		750
		$159,117

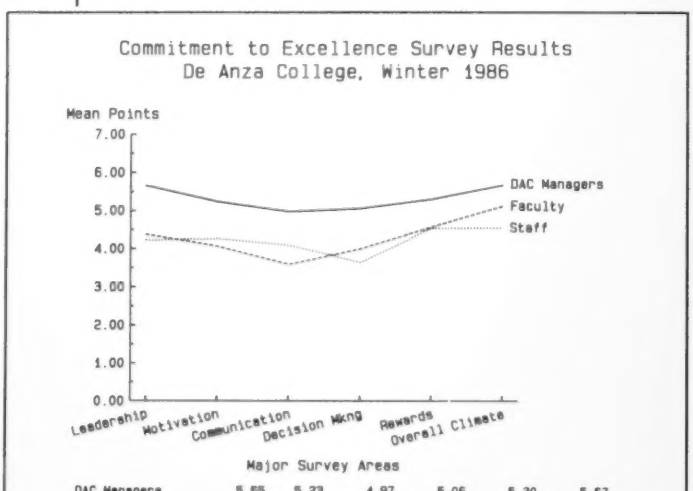
Compensation is important to the maintaining and enhancement of quality faculty. Fringe benefits are among the best in the State and salaries have consistently been among the top ten districts.



The working climate at De Anza is considered as valuable a resource for getting things done as the conventional fiscal, physical, and human resources. The Roueche-Baker Climate for Excellence Survey *is used to monitor annually how the staff feels about the work environment, how satisfied they are with their own jobs, and what they think of college leadership.*

Each segment of the staff responds differently to the survey and this is typical for all colleges.

The Overall Climate component response for De Anza is excellent and among the top rated colleges using this survey.



CONSTANT, PURPOSEFUL INNOVATION

Measures for this factor are more subjective than objective because of the difficulty of assigning expenditures to an "innovation" category and because little information is exchanged among institutions about budgeting for this purpose. Despite the difficulty of collecting hard data for this factor, there is a great deal of activity to be reported.

Through a series of retreats, the college each year identifies improvement and innovative projects to be addressed by standing committees or ad hoc task groups. In 1985-86 there were 45 such projects, ranging from major projects to relatively minor improvements, being worked on by groups composed of all segments of the staff.

In addition, during the '85-86 academic year a self-study of the institution was being prepared for a fall, 1986 accreditation visit. Eleven groups were formed for this purpose followed by a full staff and trustee review.

Two all-district projects are underway: a major updating and networking of computers to achieve a much stronger management information system and greater instructional capability; and a Comprehensive Personnel Plan is addressing the orderly retirement of a large segment of the staff and an active recruitment of new staff.

MAJOR INSTRUCTIONAL FACILITIES DEVELOPMENTS

Library Automation

Electronics Labs at Sunnyvale Campus

PE Improvements

Classroom Remodeling

TV Development

Writing Lab

Office Services and CAD Grants

MAJOR STUDENT SERVICES PROJECTS

Computerized Articulation (Assist)

Transfer Center and Transfer Project

Vocational Rehab Assessment Center

Telephone Registration

Campus Center Expansion

DASB Contributions

A revamping plan for the District's Foundation has been proposed to increase each college's capability for raising money.

Upgrading of existing facilities and addition of new facilities are actively underway (as reported in a later section).

The college continues to participate in new League for Innovation projects.

The De Anza Student Body has the best budget in the State ($500,000 annually) and supports many innovative projects for the college each year.

An International Studies Group is actively seeking relationships with Pacific Rim countries.

The Academic Senate administers a $15,000 annual budget for innovative faculty projects.

Instructional development continues through the work of the Teaching Resource Center, the Television Department, and the Microcomputer Group. A new associate dean is being sought to lead in these efforts.

FISCAL SOUNDNESS

The Foothill-De Anza District is a "low revenue" district that operates far below the state average.

The colleges receive money from the district through a well-conceived, well-accepted allocation formula.

The budget development process is a fully participative one at both the campus and district levels. Trustees, administrators, faculty, and classified staff work in a very cooperative manner in developing and monitoring the budget.

The faculty and classified staff are represented by strong unions that work in an environment of collegiality at both the campus and district levels.

Many programs, underwritten by district funds in pre-Prop. 13 days, are now "stand alone" and sustain themselves through their own revenues.

California Community College Districts

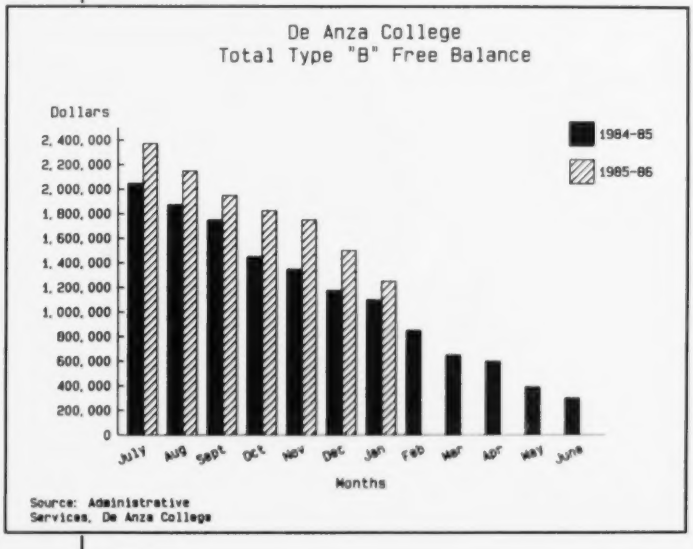
TOP 5 – BOTTOM 5

Ranked by General Revenue/Credit ADA

District	Revenue/Credit ADA
1. West Kern	$5707
2. West Hills	4281
3. Lake Tahoe	3759
4. San Francisco	3390
5. Barstow	3117
State Average	**2413**
State Median	**2262**
66. El Camino	1981
67. Solano	1970
68. FOOTHILL-DE ANZA	1914
69. Citrus	1909
70. Antelope Valley	1872

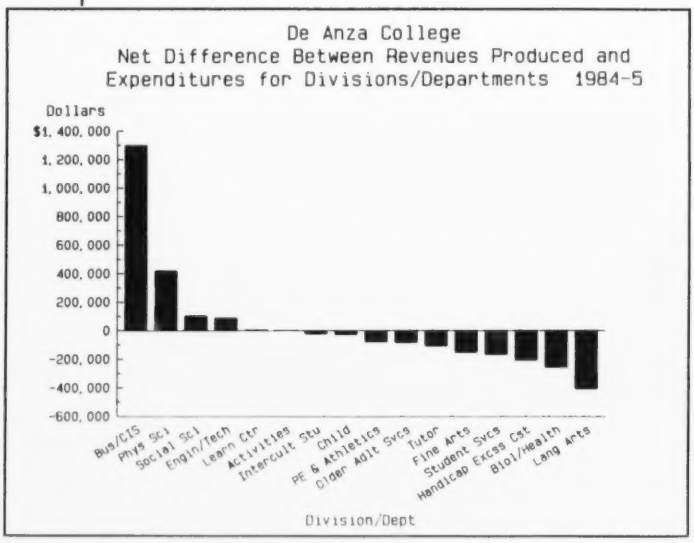
--CCC, Fiscal Data Abstract, 1983-4

The college carefully monitors where and how it spends its allocation.



The college and district are active in seeking special funds and grants from private and public sources. The acquiring of major maintenance funds has been especially successful in the last three years.

The Financial Aid Office has been aggressive in acquiring almost 4 million dollars a year—a very high amount for a community like De Anza serves.



REPUTATION

This is another factor where objective data are hard to come by. However, there are several indicators that the college experiences a good reputation and its image as a quality institution is high.

The college was recently named in a study conducted by the University of Texas as one of the five best colleges in the country for "teaching excellence and leadership."

The college consistently provides leadership for state and national organizations of trustees, administrators, and faculty.

A very strong community services program brings hundreds of thousands to the campus annually which means that a large part of the population has been exposed to the campus.

A strong articulation program with feeder schools produces a positive image.

Trustees and senior management meet frequently with high school boards, city councils, and state legislators to enhance a "good neighbor" policy.

At Allen's we have an unusually good perspective of the printed news media's handling of information on higher education institutions in the West. The De Anza public information program is in the top group of both community colleges and universities in the state.

—John N. McCombs
General Manager

Summary of Critical Success-Factors Analysis

The CSF analysis identifies "those things that must go right" for an institution if it is to succeed and then seeks measurements, quantitative and qualitative, for assessing how well the institution is doing on those critical factors. By this analysis, De Anza is doing very well. While more detailed program review and the disciplined self-study required for accreditation will always find places where improvement is needed, in the critical areas identified in this analysis the college is succeeding. ***The college should not be hampered by any pronounced weaknesses as it plans ahead, and there are many strengths that can be built upon.***

Program Assessment

Program assessment at De Anza College uses both quantitative and qualitative components. The Quantitative Component includes fiscal analyses and WSCH (Weekly Student Contact Hours) productivity comparisons. The Qualitative Component includes information related to personnel, capital costs, growth trends, mission priority, and summary recommendations for the conduct of programs in future years. Program assessment is conducted every year and provides a means to make decisions related to staffing and budgeting as well as accomplishing long-term plans.

The Program Assessment Steering Committee conducts the assessment and makes changes in review procedures as needed. This Committee is made up of nine certificated staff appointed by the Academic Senate; two classified staff appointed by CSEA; and four managers. The Committee is chaired by the Vice President for Instruction who leads the members through the process.

Table 1 shows a page from the report where the assessment for two divisions is shown. The report shows ADA produced, the corresponding income generated, and the expenses for each program at De Anza College. For example, the Department of Accounting produced 369 ADA in fiscal year 1984-85. These 369 ADA generated $718,952 in income. (District costs have already been deducted from the ADA and income figures.) Expenses for Accounting were $576,948 which include costs for personnel, capital equipment and overhead. The net gain for Accounting is $142,004. Each department shows either a net gain or a net loss.

An annual report compares De Anza's fall quarter WSCH/FTE ratios with the other California community colleges' fall quarter WSCH ratios. The annual California Community College Presidents' Study is the source document and provides comparisons of WSCH, FTE Teaching Load Percentages, and Trends throughout the State of California. Through this study De Anza can compare WSCH ratios produced by each of its instructional programs with similar programs throughout the State. For example, the Biology Department produced a WSCH ratio of 571 per FTE in the fall quarter of 1984 while the State WSCH ratio for Biology was 482. The difference between the two ratios indicates De Anza's productivity was 18 percent better than the State average for Biology. Fall quarter WSCH production history is also tracked. For each department, a graph shows fall WSCH production history over a five-year period as well as a net growth or net loss figure. For example, the Department of Psychology shows a +25 percent growth between 1981 and 1985. In fall, 1981, Psychology produced 3,842 WSCH; and in the fall of 1985, Physchology produced 4,580 WSCH.

Six key qualitative areas are then reported: (1) Capital Intensive Rating; (2) Personnel Intensive Rating; (3) Course Offerings Related to Demands; (4) Growth Trends; (5) Mission Priority Rating; and (6) Summary Recommendations. Following these ratings, a "priority rating" is given which sets the direction for the ensuing year for each department. All data are considered by the Steering Committee in assessing the activities and trends of each department and reaching a judgment made as to whether the department should Increase (I), Maintain (M) current status, Change (C) direction, Reduce (R) in size and perhaps staff, be placed on Probation (P) alerting the department that significant changes are essential, or be Suspended (S). A comment section accompanies this final rating to allow for explanatory notations. Although too lengthy for inclusion in this strategic planning document, the results are fundamental for determining the strengths and weaknesses of the college and where new strategies may be successfully introduced in the institution.

DE ANZA COLLEGE
PROGRAM ASSESSMENT
1984-85

ACADEMIC PROGRAM	ADA Produced	Income	Expense	Net	Fall 1984 WSCH Ratio	State WSCH Ratio	Delta	Capital Intensive 1-5	Personnel Intensive 1-5	Course Offerings Sufficient to meet demand (yes/no)	Growth Trend Line Long Term (up/ stable/ down)	Growth Trend Line Short Term (up/ stable/ down)	Mission Priority 1-6	Program Review 1-5	Priority I=increase M=maintain C=change direction R=reduce P=probation S=suspend	Comments
BIOLOGICAL/HEALTH SCIENCES DIVISION																
Biology	408	$ 794,103	$ 827,477	$(33,374)	571	482	89	1	3	N	D	S	1		M	Slight downward trend
Home Econ/Nutrit.	23	45,701	60,789	(15,088)	636	421	215	4	5	Y	D	U	1		M	Continue to integrate courses with PE
Health	159	310,366	234,885	75,482	691	536	155	5	5	Y	U	D	1		M	
Medic	96	186,318	176,349	9,969	536	276	260	3	5	Y	D	D	1		C	
Nursing Assist.	45	87,729	80,175	7,554	850	276	574	5	5	Y	D	D	1		C	
Allied Health	32	61,607	64,667	(3,060)	472	276	196	4	5	Y	D	S	4		M	
Nursing	149	289,805	538,124	(248,319)	308	276	32	3	4	Y	D	D	1		C	Aggressively explore funding resources
Pnysical Therapy	70	135,355	134,401	954	749	522	227	3	5	Y	U	U	1		M	
BUSINESS/COMPUTER INFORMATION SYSTEMS DIVISION																
Accounting	369	718,952	576,948	142,004	559	507	52	5	4	Y	S	U	1		C/I	Computerized accounting
Business	400	777,725	624,112	153,613	907	508	399	5	4	Y	S	U	1		C/I	
Bus. Secret. Science	207	403,321	323,659	79,662	571	430	141	1	3	Y	D	U	1		I	Add telecommunications and office
Computer Info. Sys.	1498	2,914,631	2,041,407	873,224	814	553	261	2	1	Y	D	S	1		C/I	
Purchasing	86	166,782	133,840	32,942	760	484	276	5	5	Y	D	U	1		M	
Real Estate	93	181,310	98,384	82,926	933	540	393	5	5	N	U	U	1/4		I	
Transportation	27	51,739	41,520	10,219	492	492	0	5	5	Y	D	D	1		C	

Figure 3. Excerpt from the Annual Program Assessment Report showing two divisions.

Physical Plant Needs

The assessment of the physical plant and equipment has resulted in detailed reports on

- utilization of current classrooms and laboratories and the need for new space;
- instructional equipment replacement and upgrading;
- student services and community services plant and equipment needs;
- major deferred maintenance needs;
- energy conservation projects;
- underground storage of hazardous chemicals projects; and
- parking masterplan.

Each of these reports identifies needs, shows costs, identifies current and possible funding sources, and establishes timelines.

The physical plant and ground standards have always been high in the Foothill-De Anza District. Twenty years ago when De Anza was built as masterplanned, it received the top AIA award for the year. While there has been some deterioration since 1978, currently there is a real move not only to return the plant to its original condition but to enhance it in many ways.

In the last three years, major funds have gone into all of the categories listed above except for new building construction. The consultant's analysis shows the college not to be eligible under state capital funding for new construction. Special projects like a warehouse may be approved and the planning cycle has begun for it. A project for better utilization of existing facilities is currently underway.

It is anticipated that in another three years the physical plant will be in as sound a condition as it ever was. New programs will undoubtedly place new demands on the physical plant but the college is in a firm position to meet those needs.

CONCLUSIONS

About the Internal Strengths and Weaknesses of the College

- Internal assessment through the Critical Success Factors analysis and through annual program review reveal a great many strengths and few if any weaknesses of sufficient magnitude to keep the college from adopting new strategies.
- The working environment is probably stronger than it has ever been despite Proposition 13 fiscal cutbacks, falling high school enrollments, and the difficulties of introducing collective bargaining into the college.
- The twenty-year-old physical plant and physical equipment are in need of major maintenance and upgrading, but there are plans for accomplishing this and money is becoming more available for such improvement.
- There is strong agreement among the trustees, faculty, classified staff, and management about the college's mission and educational program. The reputation of the college in the community is also at a high point.
- The future of De Anza Collge is in the hands of the current trustees and staff. The college's strong legacy of striving for excellence over the last twenty years should provide the platform for even greater challenges brought on by the changing environment and the ever higher expectations of the people of California for their public institutions.

SECTION 3

THE RIGHT THINGS TO DO

An Assessment of the Opportunities and Constraints in the External Environment

America invented the community college and reinvents it as needed. How else would we have fulfilled the American dream and practical goal of education adequate for all our citizens!

—Contours of Change

An Ongoing Assessment of the External Environment

Environmental assessment identifies trends or potential changes in the environment and reaches conclusions about their implications for the college. Its primary purpose is to assist in strategic planning by identifying opportunities in the college's environment that the staff may choose to develop or constraints they may choose to avoid or attempt to circumvent. The focus is on trends, on resource flows, on analysis of student/public needs, and on competition from other institutions. The intent of environmental assessment, however, is not to make plans or set goals but to provide a realistic picture of the external environment within which strategic decisions take place.

Following an initial collection of data and its analysis, the results were organized around seven planning premises; for each premise supporting trends and their implications for De Anza College are presented. A final summary gives the staff's best judgment about "the right things to do" for the remainder of the 80s—and beyond.

THE SEVEN PLANNING PREMISES

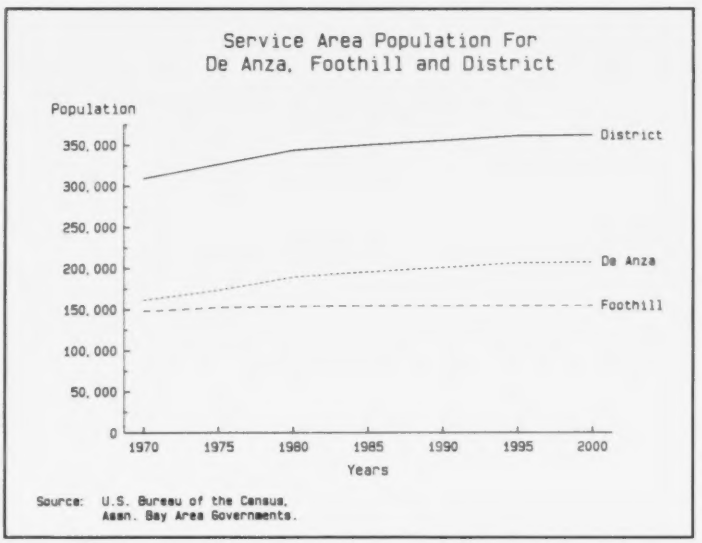
PREMISE 1—Dynamic Demography

De Anza College will serve a dynamic population characterized by a minor growth in service area size but continuing major diversifications in age, ethnicity, and lifestyles.

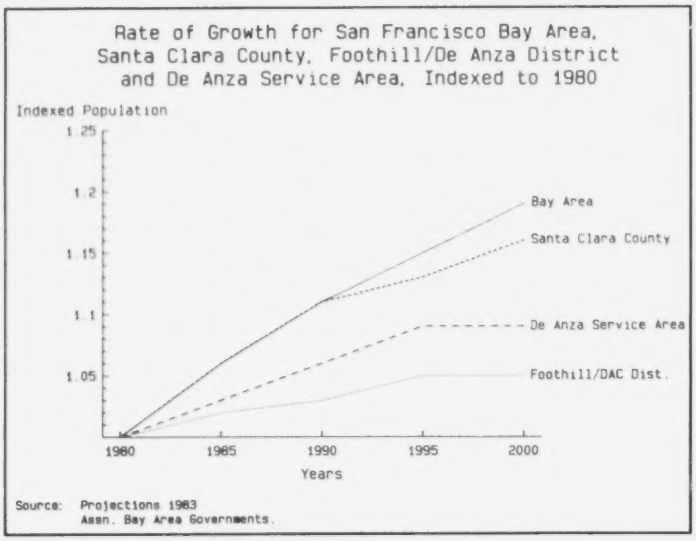
TRENDS

The college service area's expected demographic changes are dramatic and generally predictable:

De Anza's service area population will continue to grow slightly for the next ten years but will then experience no growth for the remainder of the century.

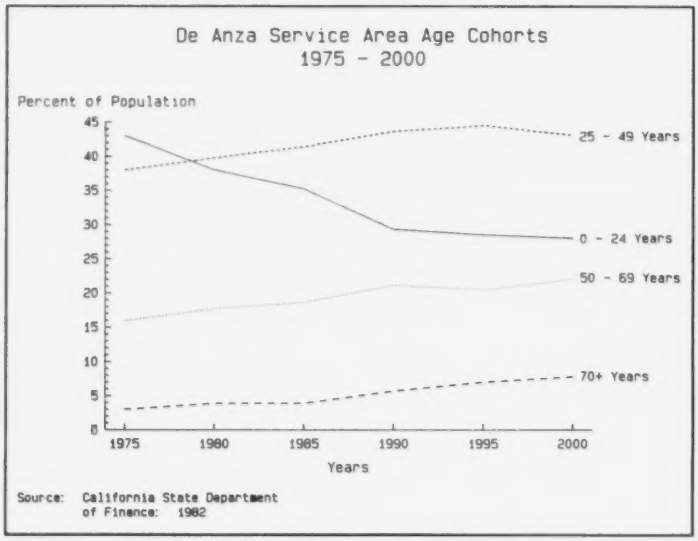


The rates of population growth for the Bay Area and Santa Clara County are markedly higher than for the De Anza service area.

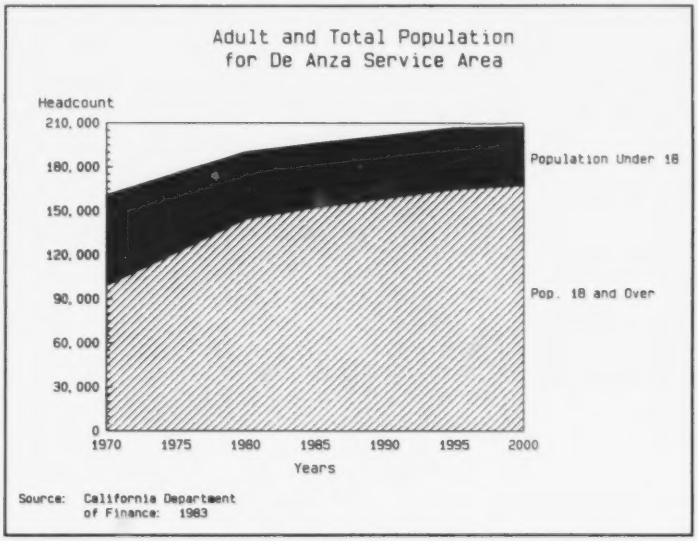


The structure of the population by age cohorts continues to change but should begin to stabilize at new levels in another ten years.

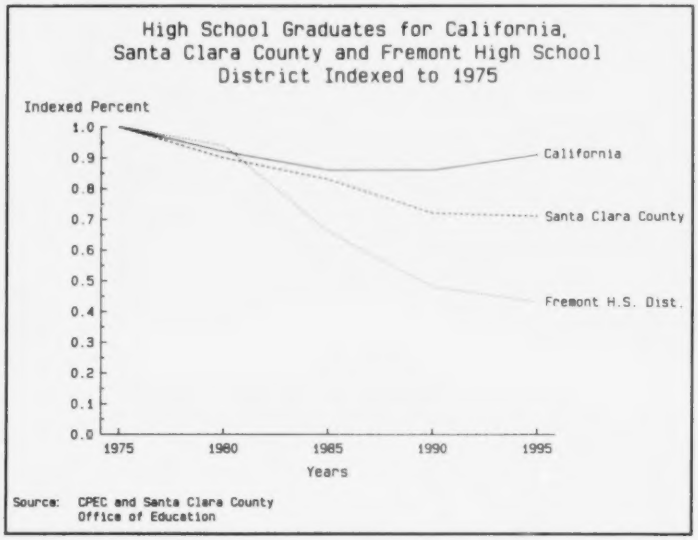
The most remarkable growth percentage-wise will be in the 70+ age cohort which will triple in the next 15 years. The continuing decline in the birth rate causes the 0-24 age cohort to decrease. Other parts of the country have birth rates that have started to increase again after the "baby bust" of the 60s.



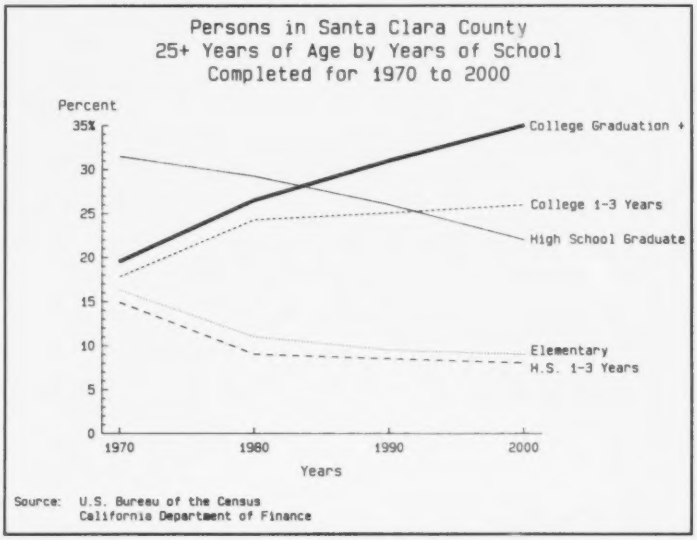
The adult population will grow at a faster rate than the total population because of the lower birth rate and the cost of housing which discourages in-migration by families.



The Fremont High School District graduates will continue to decline until 1995 and will bottom out at 40 percent of the size they were in 1975. Other high school districts in Santa Clara County will experience similar trends except for the Eastside District which continues to grow at more than six percent annually.

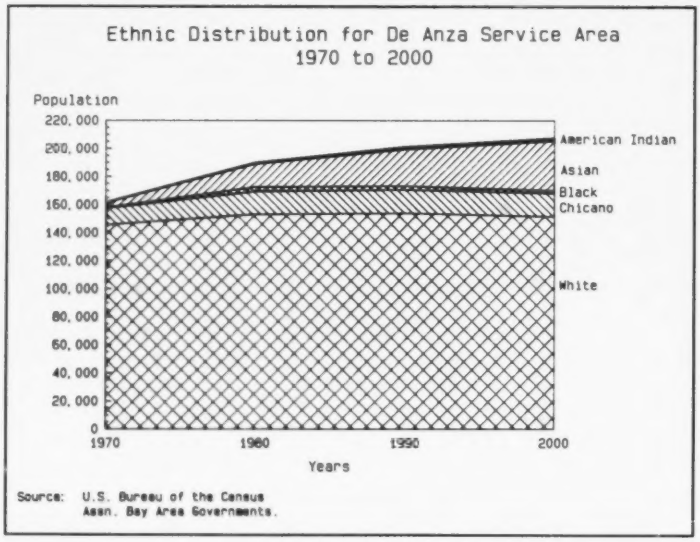


Education levels of the adult population of Santa Clara County will continue to rise for the remainder of this century. More than half the population now have at least some college education.

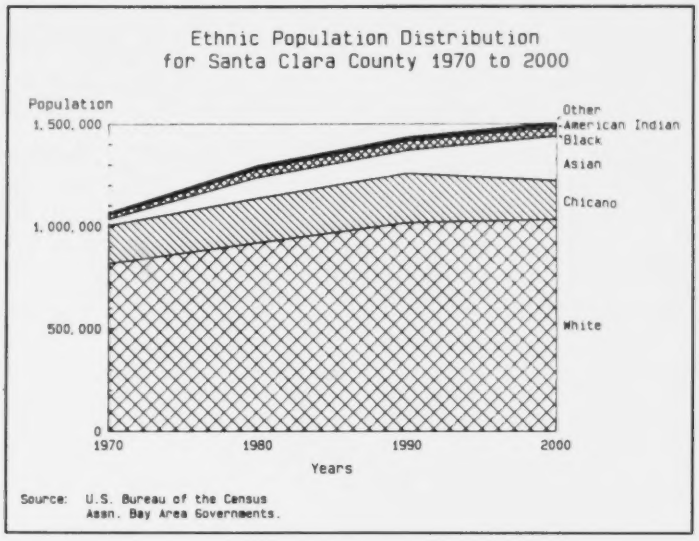


Ethnic populations will stabilize at their present sizes for the De Anza service area except for the Asian component which is expected to double by the end of the century.

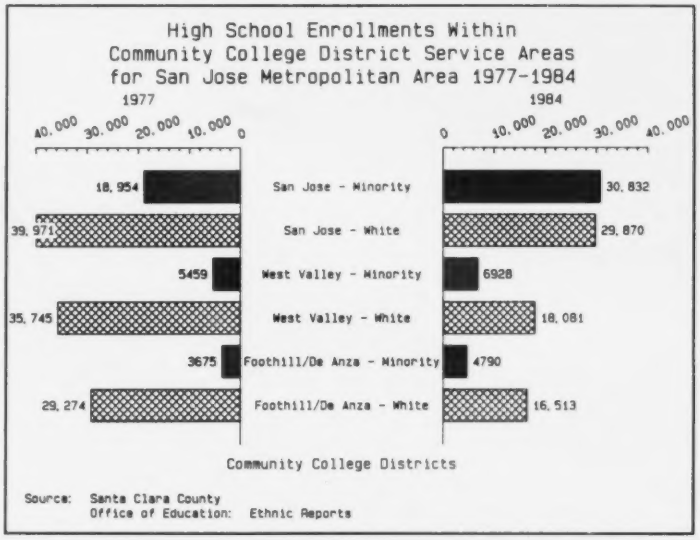
In 1970 the minority population was 10 percent of the total, in 1980 it was 15 percent, and it will reach 27 percent by 2000.



In Santa Clara County, which some think is a better definition of the service area for the college, the updated projections show a marked change from those of five years ago. The White population as a percentage of the total will decrease only slightly (many thought it would become a minority), Hispanic will decrease, and Asians will more than double by 2000. This new projection is caused by the changing nature of the economy, and the cost of housing, which seems to discourage Hispanics but encourage Asians and Whites.



The birth rate among minorities is much higher than among whites causing the youngest age cohort, as reflected here in high school enrollments to have much higher percentages of minorities.



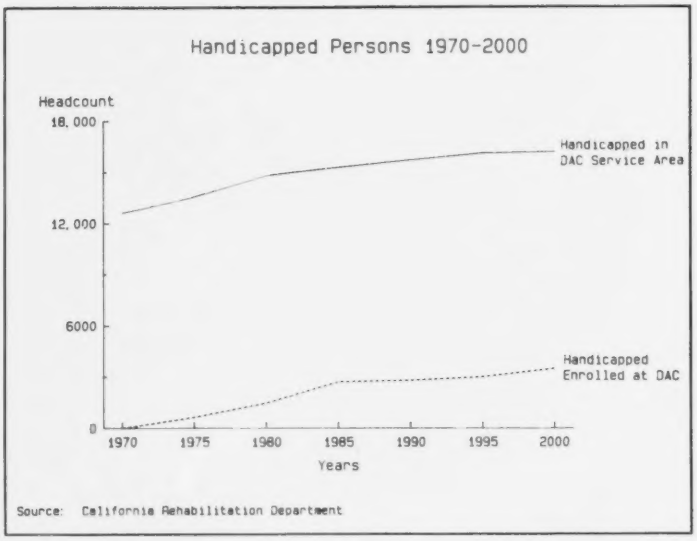
Historically, this "nation of immigrants" was overwhelmingly a nation of European and African immigrants. Since the 1970s, a decade as active as any in the past, immigration has come from Latin America and Asia as well. About 4.3 million were legal immigrants and refugees and another 7 million were illegal aliens. This immigration has been strongly reflected in college enrollments.

Immigrations From the Pacific Rim And Latin America

	1950-59	1970-79
Cuba	79,000	251,000
Equador	10,000	44,000
Haiti	4,000	50,000
Korea	6,000	236,000
Vietnam	3,000	132,000
Philippines	19,000	312,000
India	2,000	143,000
China-Hong Kong	26,000	205,000

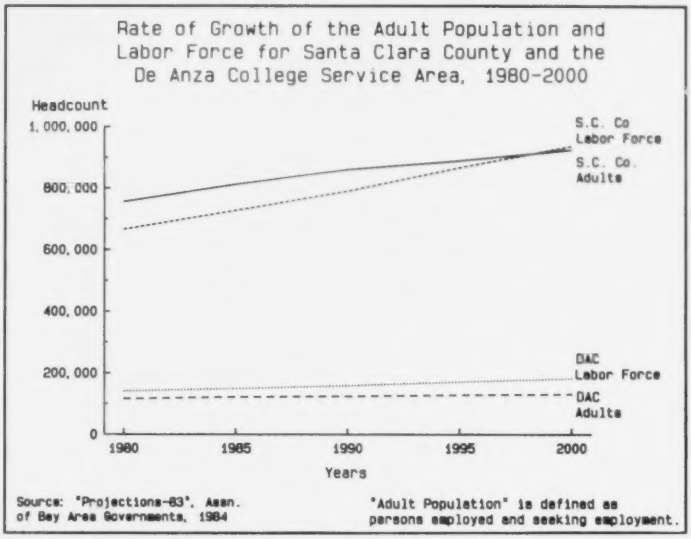
Roughly one in ten of all children are disabled and at least 50 percent of all able-bodied adults have a disabled spouse, child, parent, or close friend.

The enrollment of disabled persons at De Anza has grown at a faster rate than the growth of the total disabled population probably because of the sophistication of the college's program that has encouraged disabled persons to pursue academic studies.



Both the Santa Clara County workforce and De Anza service area workforce have been growing at a greater rate than the adult population of the De Anza service area.

There are about as many jobs in the Northern Santa Clara County workforce as there are adults in the population seeking jobs.



IMPLICATIONS

A. Enrollment increases due to traditional adult population growth will increase slightly. The maintenance of current enrollment, and certainly any future growth, will depend on changes in programs through sensitivity to changes in the population structure and changes in labor force needs.

B. Potential De Anza students may be grouped into eight general categories:

- *Persons in the 18-24 age cohort seeking traditional higher education.*

Generally enrolled for the first time, these students want to learn an occupational skill or prepare for transfer. This group, now about 45 percent of total enrollment, will decrease in absolute numbers and as a proportion of total enrollment until 1995. The more academically qualified among this group will be avidly sought after by four-year institutions and De Anza must increase its efforts to retain its share. The raising of admission standards by the CSUC system should divert the less qualified students to community colleges

and make the competition for the better students especially keen.

- *Persons in the 25-50 age cohort seeking to meet recurring educational needs.*

  This largest and gradually increasing cohort may be pursuing a change in career, filling in their general education, or seeking skills that enable them to fully realize their potential. Most of this group already hold jobs and maintain busy schedules. For them, educational delivery needs to be offered by several methods other than campus-based group instruction, such as 1) television classes, 2) independent study, 3) the worksite and the homesite, and 4) in shorter instructional modules that better fit diverse lifestyles. A large part of this group already hold degrees.

- *The 50+ year-old person meeting lifelong learning needs.*

  Often viewed as a retirement, leisure time activity, education for this group must attend to social needs along with learning. Short courses and adult education courses, rather than credit courses, are the predominant need. Much of this activity can be conducted in neighborhood sites rather than on campus.

- *The "new students" with remedial/developmental needs.*

  Most of these students are minorities and many are foreign born; often they possess limited English skills; they are typically a low income group; and they are often ill prepared for either employment or advanced education. It is the smallest group currently but continues to grow. The college needs to give more attention to customizing and individualizing instructional delivery for this group if true equal opportunity is to be offered and quality levels maintained.

- *Returning women often requiring special student services.*

  The increase in women students during recent years, to the point where there are currently more women enrolled than men, is expected to continue. The most rapidly growing gender/age cohort is the 20-24 year-old woman. Increasing numbers of them are single and head of households often training for their first entry into the labor market. Financial aid, child care, counseling, and other student services are especially important to this group.

- *The disabled person requiring highly specialized services.*

  De Anza's already large and sophisticated program for disabled people will continue to grow because the number needing education is expected to grow faster than the general population. Continuing work on the upgrading of academic and vocational opportunities for disabled persons is needed if equality of access is to be assured.

- *The experienced students already holding degrees planning a lifetime of recurring education.*

  The proportion of people in the De Anza service area who already hold degrees but continue to seek recurring education is very high. The college has never targeted this large group for special matriculation, enrollment, class schedules, or curricula and should initiate a study group to investigate what unmet needs, if any, are present.

- *Students currently in the workforce seeking inservice upgrading of their skills.*

  While the De Anza service area adult population is not expected to grow much more, the area's workforce continues to increase as people commute into the area. With appropriate programs, schedules, and instructional delivery systems geared to the workplace, the college can serve both the residents and commuters in this workforce. Local business and industry needs will be met while offsetting potential declines in college enrollment from traditional student sources.

PREMISE 2—Major Social Change

Making a living and making a life are still the driving motivational forces for most students as rapid "third wave" changes alter our society.

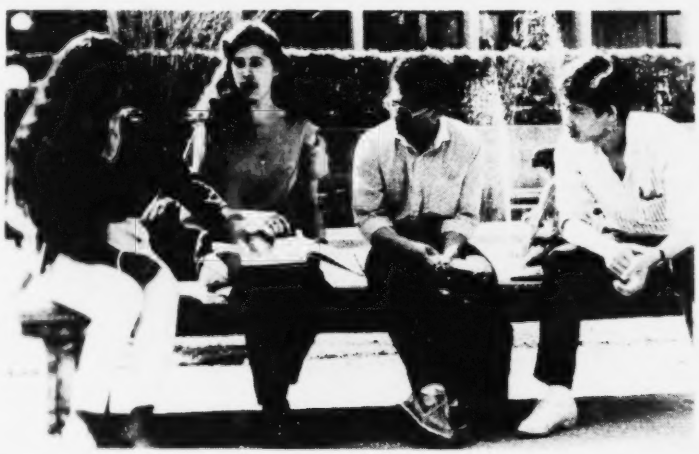
Rapid changes in technology, the economy, lifestyles, and in values over the next 15 years will require postsecondary education that occurs on a more frequent basis and is broader in scope than has been the case in the past.

California community colleges have been the principal entry point for the greatest number of Californians seeking instruction in the liberal arts and sciences, technology, vocational skills, English as a second language, and remediation and should continue in this role. The Commission for the Review of the Masterplan for Higher Education concurs in this view.

TRENDS

A. The lifestyles and values of Californians will undergo steady change during the rest of this century.

Cultural assimilation, similar to that underway in Hawaii, will be experienced in Santa Clara County as minorities approach 40 percent of the population by 2000.

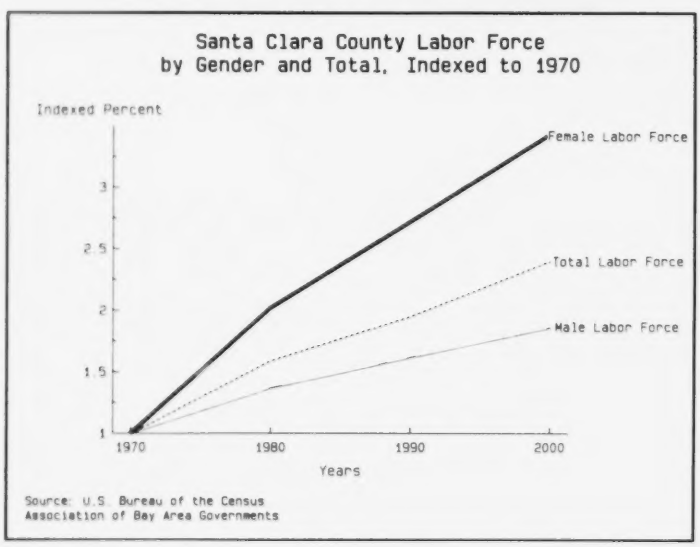


Divorce and choosing to remain single will seriously alter family living as households change from the 1960 level of 75 percent having a husband and wife to the year 2000 where this will be true for only 55 percent of households.

One-half of the population is expected to live in some form of condominium by 2000.

By 2000, two-thirds of all women will be in the workforce. Currently, 46 percent of the Santa Clara County workforce are women.

The emergence of single, female head of households often with incomes below the poverty level is particularly significant.



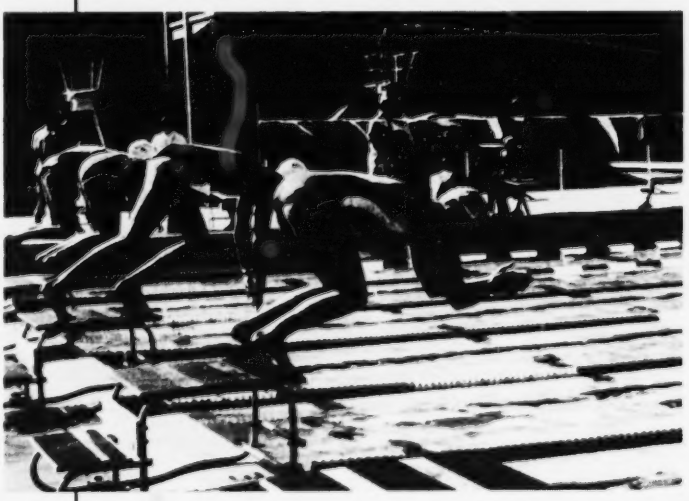
Currently 50 percent of homes have video recording and replay equipment and that is expected to reach 100 percent by 2000 or before. Cable television is also still increasing.

Currently it is estimated that one in three households in the De Anza service area owns a computer and that will probably more than double by 2000.

Recreation is becoming an integral component of many industrial work environments.

Nearly half of all Americans now participate in some form of daily exercise.

Two out of every three "free hours" are now spent at home. Additionally, closer-to-home recreation is on the rise.



B. Increasing technological change will result in more rapid obsolescence of skills and careers in the workforce creating a change in attitude toward recurring education.

The average worker's lifestyle will change because it will be necessary to make five to six career changes before retiring. First, education—then work is being replaced by life-long learning with work and education interspersed.

The four-day work week is still not much in evidence though flex time is on the increase.

During the past 20 years, instruction in the humanities and social sciences has dropped 39 percent despite the greater need for cultural literacy and interpersonal skills.

At present it is training and not formal education that provides most job skills. It also reskills about 70 percent of executives, professional, and technical workers. It is a more important determinant than formal education of one's lifetime earnings.

—Patricia Galagan
Training and Development Journal
January, 1986

C. California has become a major player in the rich commerce of the area known as the Pacific Rim.

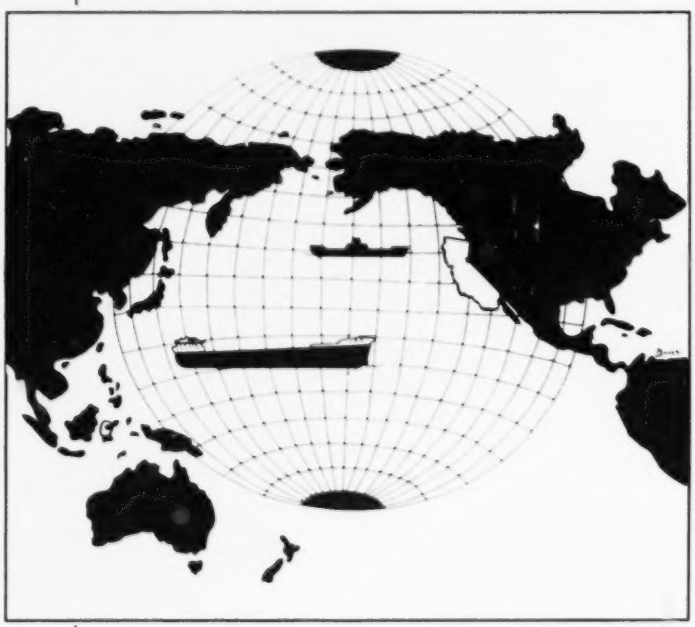
California will become more globally interdependent as a result of its being in the forefront of scientific and technological development and on the rim of a rapidly developing Pacific Rim.

By the turn of the century, California will be the world's fourth largest economic power. Already about 80 percent of state trade is with Pacific Rim nations.

More foreign travelers, primarily from Asian countries, visit California than any other state, leaving about $3.5 billion here every year.

One of every 10 jobs in California depends on trade.

Through the California ports, the United States imports 65 percent of all electronic components bought in this country.



Golden State Report, May 1986

IMPLICATIONS

The remainder of this century will be a period of major transition as complex societal changes continue. Traditionally, fundamental values and attitudes have been transmitted by the family, but with the diminishing role of the family, this process must change. Other societal customs and institutions are changing too with the old mores coming increasingly into conflict with the new mores making it difficult to identify the shared values required to hold a society together.

De Anza College, by placing more emphasis on the humanities and arts, can help individuals address the issues and value conflicts raised by these trends. Cultural literacy—the awareness of society's heritage and an informed sense of community—is as important to the individual as the currently popular realms of science, technology, and vocational skills. More knowledge of the fundamental values and the human experience that comes from the discipline of history, anthropology, philosophy, literature, ethics, and the arts are as important to the quality of California's future as is the ability of its citizens to promote technological progress.

De Anza College will feel the increasing impact in its demographics, economy, and from cultural influences as California becomes even more important in the community of nations comprising the Pacific Rim. Cooperative relations with other colleges and social institutions for nations of the Pacific will become increasingly important.

Assisting individuals in making a life as well as making a living is becoming more and more important to the society despite the current emphasis on specialization.

PREMISE 3—The Knowledge Explosion

Information Age technology advances, especially evident in Silicon Valley, require continuing updating by the college of its curriculum, instructional delivery, staff, and equipment to provide the educated talent required by the local and state economy. Technological change will radically effect the way some people work and substantially alter even the still needed traditional occupations.

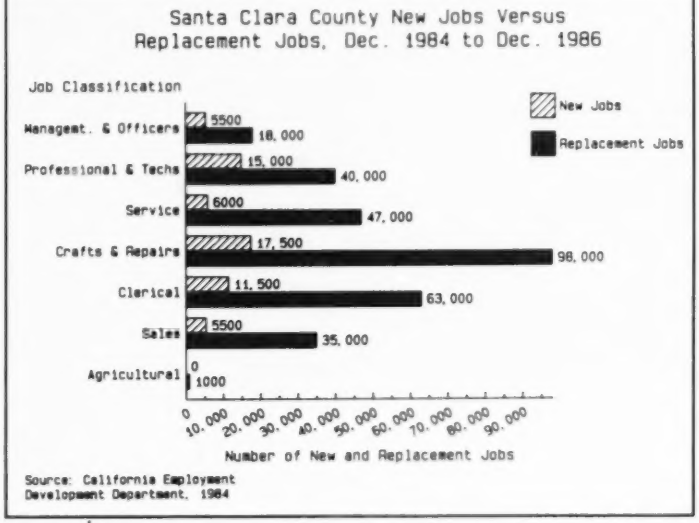
TRENDS

In northern Santa Clara County there are over 900,000 jobs—twice as many jobs as there are resident adults seeking jobs—and the number keeps growing at about 5 percent per year.

The workforce for Santa Clara County has a high percentage of high tech jobs compared to other parts of the country but the local economy is still dominated by traditional industries.

61,000 new jobs will be created in the County by 1990 and by 2000 there will be a 40 percent increase in jobs from 1980.

About 40 percent of employment opportunities in new jobs through 1990 will be in high tech jobs and 60 percent will be in the service sectors.



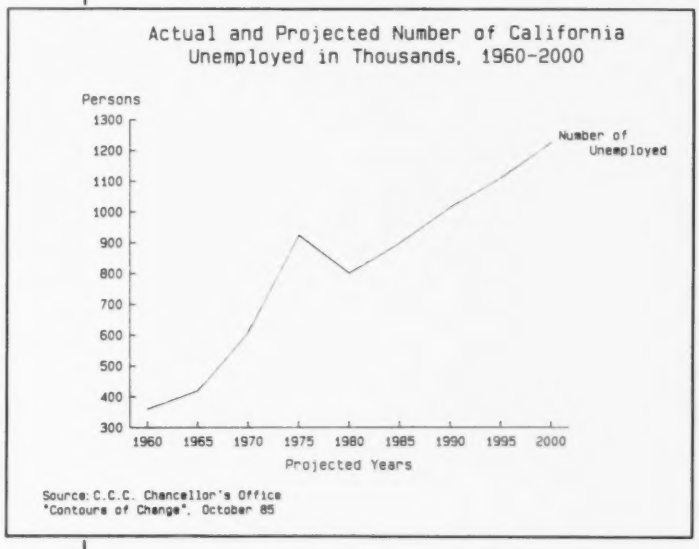
Employment opportunities through 1990 due to replacement *in existing jobs will be about 292,000—about five times greater than for new jobs.*

The most job opportunities will be in the custodian, cashiers, secretaries, clerks, and sales occupations.

K-12 teachers rank number eight among the fastest growing jobs for the next decade.

Even though the state's labor force will have increased by one-fifth during the 80s, there will be more unemployed Californians over the next 15 years than was the case during the 60s and 70s.

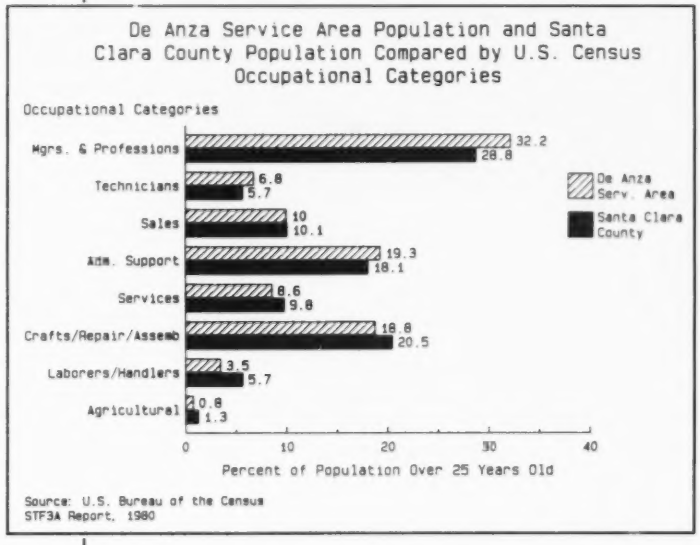
Management/supervisory type positions are among the fastest growing jobs.



The occupational profile for the county continues to be dominated by jobs with high inservice training requirements. Assembly and manufacturing occupations are migrating to other areas.

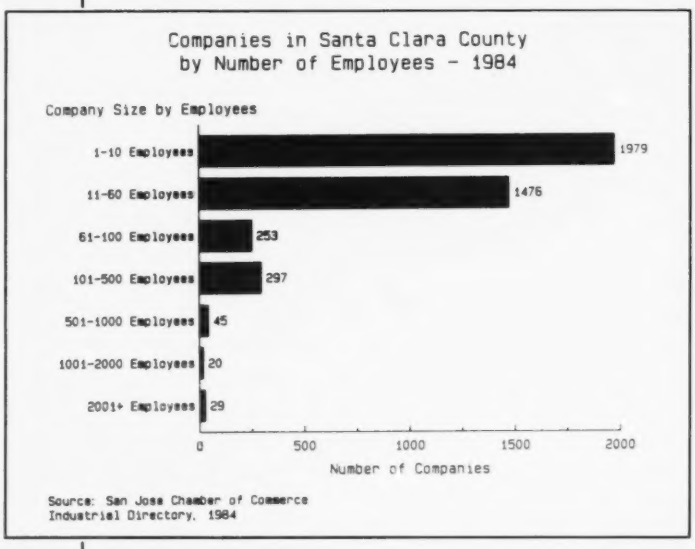
Technical and professional jobs require increasingly more educational training than found in traditional two-year curricula. In addition, people with jobs are increasingly demanding short intensive training at or convenient to their worksites. These conditions have produced a trend toward new curricula delivered in non-traditional ways.

Training people for the jobs of the future will become a career of the future. Spending on inservice training now is estimated to exceed $40 billion and may reach $60 billion in 2000. The number of trainers required could total a half million.



Even though there is a favorable ratio of jobs to adults in the college's service area, cylical economic trends create displaced workers periodically where special training for re-entry into the workforce is needed.

While the development of large high tech companies has been the most noticeable trend in the last 20 years in Santa Clara County, companies with fewer then 100 employees still strongly dominate the local economy and have special needs to be served.



IMPLICATIONS

What to teach in a community college that serves a high technology economy like the one in Santa Clara County which has undergone a radical transformation in the last 20 years but is now stabilizing, will require constant and thorough study by the college's instructional staff. Existing programs seem appropriate to the needs of much of the local workforce, but emerging technologies will require constant curriculum innovation.

Continuing effort must also be given to providing alternative delivery systems by all appropriate programs so that inservice education becomes as attractive to working adults as the current job entry level training is to those preparing for a career. The Contract Instruction enrollments should increase markedly if good course design and good marketing occur.

After years of little employment opportunity for teachers, replacement needs are now increasing and the college needs to reinstitute its teacher training activities. Specialties for inservice trainers, teacher aides, and counselor aides are developing and training for them will be needed.

The hard core unemployed, the displaced worker, and the recent immigrant have specialized training needs that must be addressed jointly by industry, government, and the college. The college should take leadership in providing for this partnership.

The capability of the college's Small Business Institute in determining the interests of small business inservice training for their workers, and then delivering that training appropriately, needs to be increased if this large unmet special need is to be addressed.

Vocational programs should be sensitive to the continuing development of more advanced courses beyond the two-year degree as the demand in the community for increased knowledge levels for most skilled occupations keeps rising.

PREMISE 4—The Impact of New Educational Technology

The potential impact of Information Age technology on education is as profound as it is on the economy. Constant, purposeful innovation in improving traditional delivery systems, administrative processes, and in the development of alternate delivery systems seems crucial to improving quality and retaining enrollment.

TRENDS

Several technological advances, unprecedented in their potential importance, are already on the march to change daily life in the next decade. If education really is the business of the future, as so many assert, then the new technology will have profound effects on curriculum, teaching methodology, and administrative applications. The existing formal educational system is threatened with becoming ever more obsolete if it lags in institutionalizing this new technology—and if it lags too far, other social institutions may make significant inroads into what until now have been educational prerogatives. Community colleges may be especially hard hit because programs like continuing education and developmental instruction lend themselves so readily to the new technology based methodologies that are being developed.

Television, radio, and the computer have great unused potential for enhancing instruction and many traditional and non-traditional providers are rapidly developing learning modules, and even entire courses, based on these technologies. Interactive computer/television technology is also gaining rapid acceptance.

The college is currently able to cablecast instruction and community service programming into Sunnyvale and Cupertino for 16 hours a day. When Foothill College's system becomes operational in late 1986, the colleges in partnership will be able to cablecast into all the cities of the District.

Satellite delivered instructional programs are rapidly increasing and much more activity can be anticipated as every college and school will soon have its own receiving capabilities. No longer will any institution, even the small rural ones, need to feel isolated from cultural, recreational, and instructional events.

More cooperation among education providers can be anticipated as ITFS networks, like those that now exist in Santa Clara County, become more familiar to teachers. The new capability available through the eight-channel station at San Jose State University waits only for professional development.

The physical capability for instructional use of educational technologies is now present at De Anza and further development is dependent on staff acceptance and staff skill acquisition.

New advances in printing, photography, and AV media make ever more sophisticated materials available for instruction and student services. Instructional design expertise in the use of this media is not currently widespread among the staff.

Access to almost unlimited information is now possible at De Anza through a newly automated library system. Instructional use of such capability is now dependent on faculty and student acceptance.

Virtually all administrative offices of the college now make use of the computer but there are minimal coordinating efforts or attempts to network them in order to attain greater utilization.

The public's current concern about the quality of education can be expected to continue. Even though the secondary schools are upgrading the quality of instruction, this may have little impact on the community college students since so many are already well beyond high school age, and even recent high school graduates may not have experienced good science and mathematics instruction because of the scarcity of qualified high school faculty.

De Anza's current use of commercially produced, locally adapted telecourses is about 1.5 percent of its educational programming and is expected to level out at around 2 percent.

Output measures for instruction are increasingly called for often even legislated.

Continued improvement of such support services as student assessment, advisement, and follow-up is called for in all the reform movements. This is especially true for community colleges with their open access policy.

IMPLICATIONS

The new educational technologies will impact every program and service of the college and a comprehensive development plan for integrating the new advances into existing offerings should be designed to assure a constant, orderly change.

Stronger staff development efforts are needed to keep the college staff updated and familiarized with the new educational technologies. Curriculum design and instructional delivery skills need to be developed to realize the potential for improved instruction and learning. Developmental time and developmental funds need to be augmented.

A clear message from the educational reform reports is for higher standards. The call is for explicit competencies as an expected outcome of instruction and that student needs and capabilities be more accurately determined. It is also essential that students be closely monitored to see if progress toward their objectives is being achieved. The new technologies, properly applied, can clearly assist in this move toward higher standards.

Cooperative networking of educational institutions in the Bay Area through the use of emerging telecommunications technologies could be of great value to educational institutions and De Anza should provide leadership in initiating the investigation of possible capabilities.

The recently district-adopted Management Information System plan needs full support and rapid implementation to improve administrative processes and permit further innovation under the plan.

PREMISE 5—Increasing Competition and Cooperation

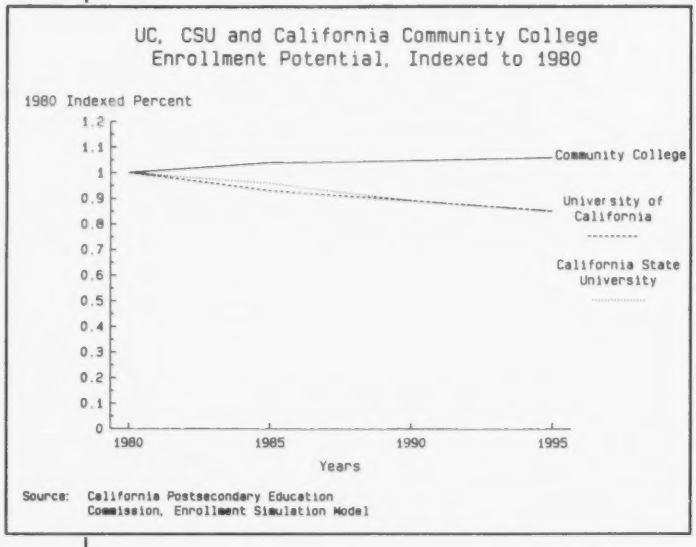
While meeting the many challenges of constant change, quality must be the hallmark of the college if its comparative advantage with other providers is to be maintained and enhanced.

TRENDS

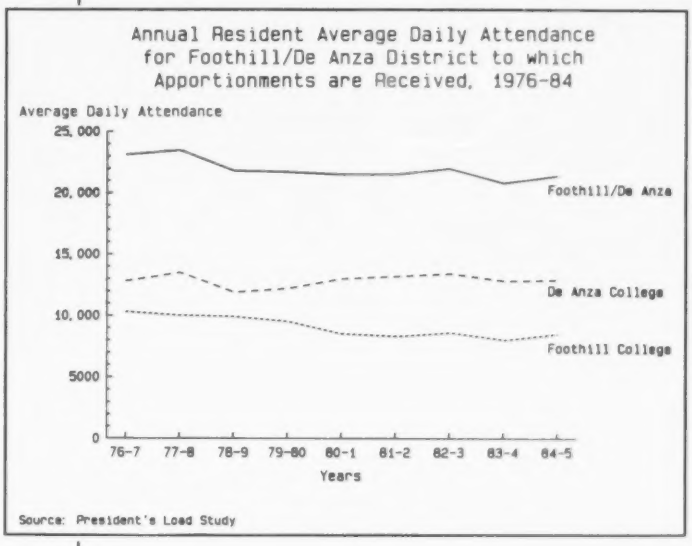
In postsecondary education, competition will intensify:

- *for students, especially able students and minorities;*
- *for able faculty, especially for minorities;*
- *from noncollege and nonuniversity higher education providers like the military, professional associations, corporations, museums, and art galleries.*

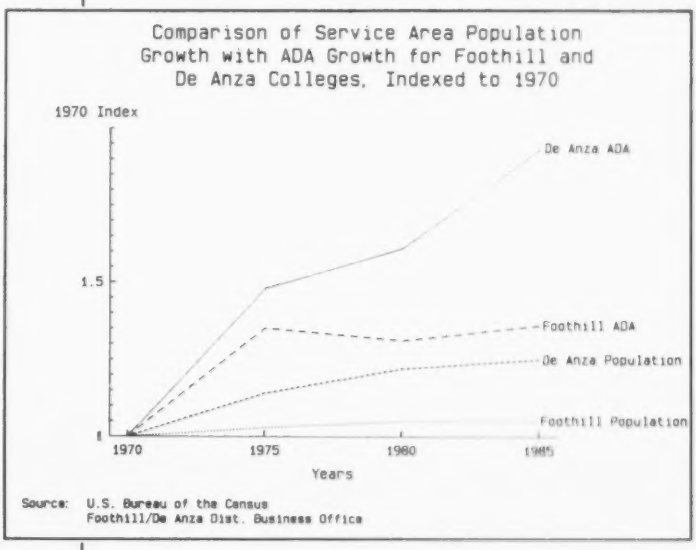
The three segments of higher education in California are projecting stable or slightly declining enrollments. UC expects to have little difficulty in meeting its planned goals but CSUC and the community colleges will be competing for most of the same students if their goals are to be met.



Currently, community colleges are funded for enrollment revenues at the rate of adult population growth. De Anza and Foothill have consistently met their "caps" despite statewide decline.



Escalating tuition at universities will probably cause enrollment redirection into quality community colleges unless financial aid is enhanced.



Both colleges have grown faster than their service area populations.

High school student skill levels are below those of similar students in 1960. Rising university entrance requirements will probably cause more high school graduates to be redirected to community colleges.

Thirty percent of Fremont Union High School District graduates do not continue at any higher education institution.

As high school graduating classes continue to decline, so do the enrollments in all but the most prestigious of the traditional four-year colleges. To stave off the financial crisis, these baccalaureate colleges have expanded their offerings and now compete with community colleges for the "new" students.

Stanford, UC Berkeley, and San Jose State all have Instructional Television Fixed Service microwave systems currently capable of delivering instruction into the De Anza service area. Most of the instruction is at the graduate level in business and engineering but some upper and lower division courses are beginning to be offered.

UCSC and UCB Extension Divisions are offering many certificates in competition with local community colleges.

Re-lincensure courses required by law are currently dominated by extension divisions.

University extensions receive no state support and their future is uncertain. Nevertheless, they are very popular with UCB reporting a 300 percent enrollment growth in the last five years, UCSC a 10 percent rate of growth for the last five years, and SJSU expects an 8 percent growth for 1985 alone.

A De Anza survey shows there are 60 proprietary postsecondary institutions in Santa Clara County paralleling much of what community colleges offer.

The rapid development of highly specialized proprietary institutions is primarily to meet the needs of older students.

West Valley and Foothill have both greatly increased their capabilities for offering computer science courses though there as yet seems to be no major adverse effect on De Anza enrollments. Some "drift back" of computer science students to their home colleges can be anticipated.

Visit the
University of California

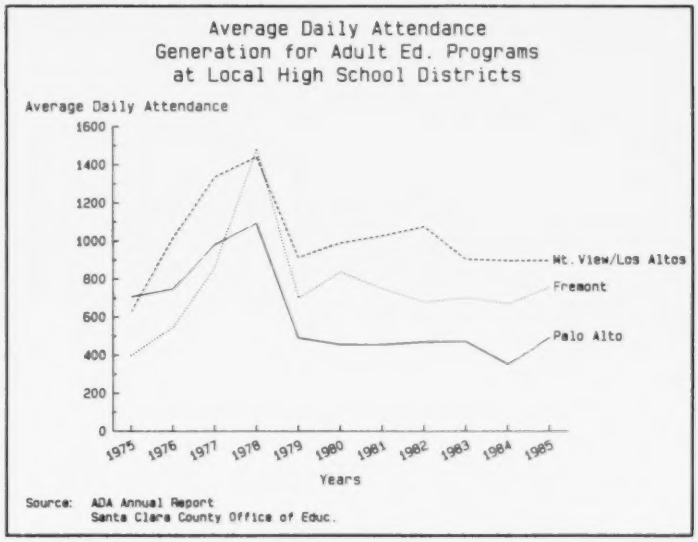
Foothill and De Anza have cooperated in offering low enrolled courses. This practice will continue.

The proliferation of "centers" by out-of-state private colleges continues with the main emphasis on evening/weekend programs for BAs and MAs in business education.

276 specialized institutions offering "personal growth" services are listed for the Bay Area. These parallel many of the college's Short Course offerings.

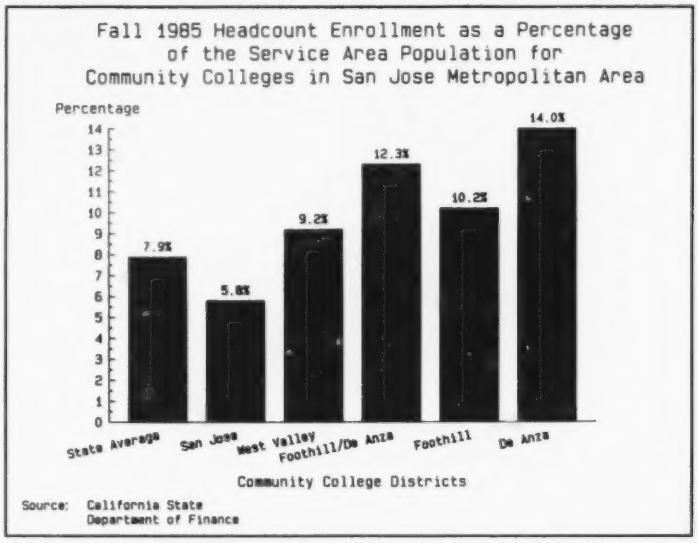
High school districts adult education programs are capped at Prop 13 levels.

New adult education legislation may effect the current balance between high school and community college programs either positively or negatively—it cannot be determined at this time.

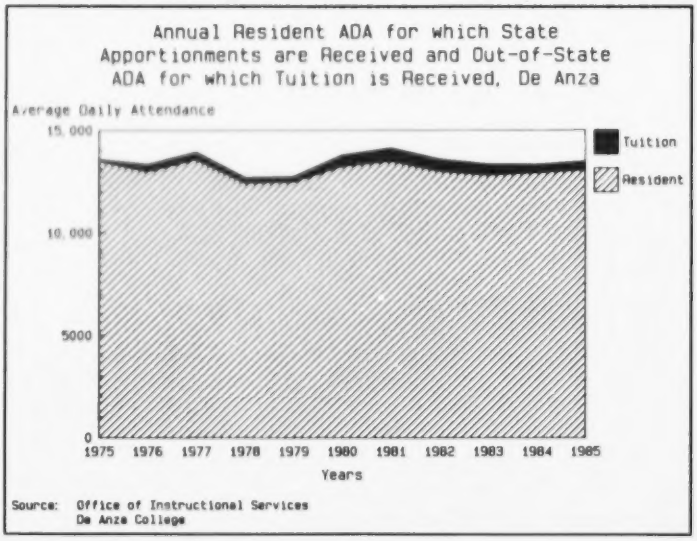


De Anza continues to meet its enrollment cap because of its attractiveness to students of the area. A measure of this attractiveness is a participation rate of 14.0 percent compared to a state average of 7.9 percent.

The "free-flow" policy has resulted in a flow of students toward De Anza. Currently about 40 percent of the college's enrollment lives outside the service area. It is not known what percentage flows in the other direction, but it is clearly lower.



De Anza College has never attempted to attract tuition paying out-of-state students. The increases in the early eighties were due to refugees who have since been granted residency status. With the rapidly escalating educational needs of the Pacific Rim countries, the college is increasingly called upon to participate in exchanges and consortiums with foreign institutions.



IMPLICATIONS

De Anza has maintained its enrollment at the level funded by the State despite rapidly decreasing high school graduating classes and stiffening competition from the postsecondary providers in Santa Clara County. This can primarily be attributed to an increasing labor force that the college has been sensitive to; an aggressive attempt to serve such "new" populations as minorities, women, handicapped, and older adults; the special needs of refugees; special services to displaced workers; critical occupational needs in industry; the continuing development of new instructional delivery systems; and maintaining a very positive quality image. Future enrollments will be highly dependent on the college's ability to:

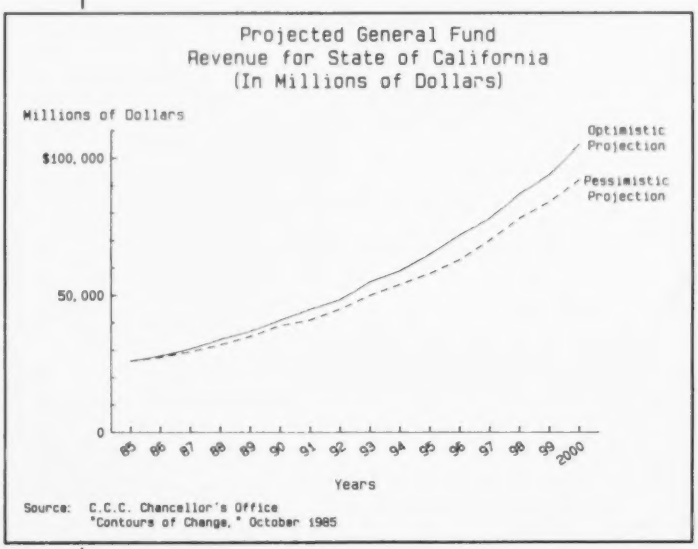
- develop state-of-the-art curricula and instructional delivery systems in order to remain attractive to the entire range of potential students;
- continue to serve the needs of both large and small businesses in the county;
- cooperate with local high schools in joint programs and in attracting larger percentages of their graduates—especially the better ones;
- establish relations with Pacific Rim countries and develop foreign exchange programs;
- continue to deserve a good reputation and project a positive image;
- cooperate with other providers when that can benefit both; and to
- serve the diversity of educational needs in the community better than the other providers that are not community institutions.

PREMISE 6—Enhancement of Fiscal Resources

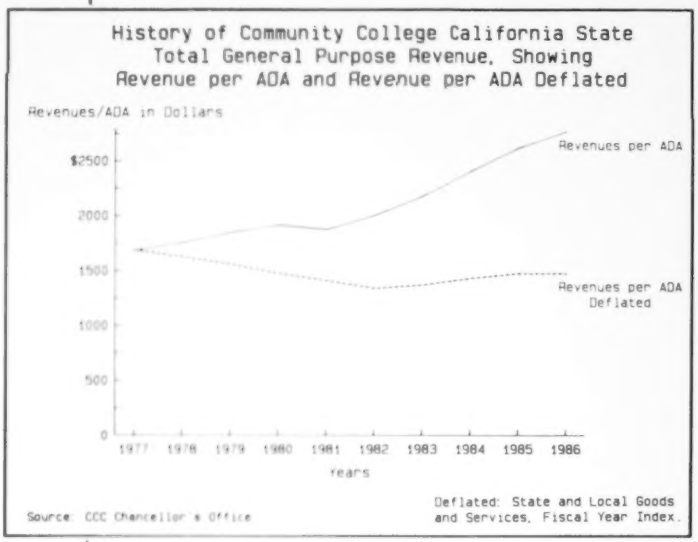
Fiscal soundness is critical to the college that aspires to excellence, and sound budgeting and aggressive seeking out of funds to augment State apportionments must be consistently pursued.

TRENDS

A strong California economy will contain adequate resources for education but competition for these resources by State agencies will intensify.



Despite the increased cost during the last decade of the addition of high technology occupations and the increased demands for serving under-prepared students, college revenues have decreased.



The climate for seeking private funding has improved with the curtailment of public funds due to Prop 13 and the Gann Limit. Community colleges, however, have not moved aggressively into fund raising.

As the history of a college grows longer, alumni associations can be developed into a strong funding source.

The spirit of entrepreneurism seems to be a characteristic of the excellent college.

The future mechanism for apportioning State funds is under study by the Legislature and it is still very uncertain what mechanism will develop though some form of "differential funding" seems likely.

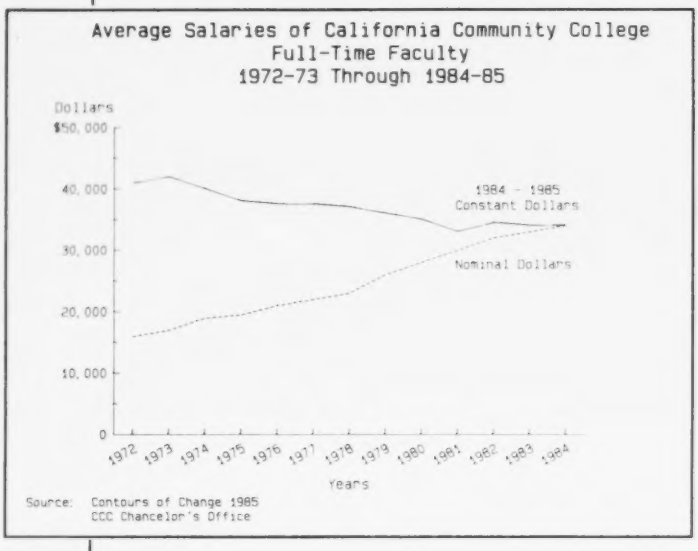
Deferred maintenance and instructional equipment grants from the State will probably continue for a few years.

Capital funds will probably be underwritten 100 percent by the State in the future based on need and innovative proposals.

Federal funds will be restricted during the coming years as more emphasis is placed on reducing budget deficits.

Faculty salaries are lower, in terms of actual buying power, than at any time in nearly three decades making it difficult to attract and retain staff in high demand technical and scientific areas.

The budget-making process for the college and the district has greatly improved under the Budget and Policy Development Group and as that group continues to work together, ever better allocating and monitoring of funds can be anticipated.



IMPLICATIONS

The college must get much more aggressive and much better organized to pursue private sources of funding.

The district should consider the means for establishing a much stronger presence in Sacramento, especially for fiscal affairs, since the colleges are so dependent on State government for operational and capital funds.

Compensation should be adequate to attract and retain excellent staff. This will become an especially pressing need as many of the senior faculty approach retirement. The problem of moving new faculty into a high cost area for housing must also be addressed.

State-of-the-art equipment requirements for the high technology economy of Silicon Valley is especially demanding and will require continuous work with industry by the staff to acquire. College programs that directly serve business and industry, such as the Small Business Institute, the Business, Industry, and Government Office, and the Placement Office should use their contacts to aid in securing equipment.

As budget making procedures become more refined under the new directions taken by the BPDG, entrepreneurism must be protected and encouraged if the colleges are to continue to be proactive in meeting the challenges of constant change.

PREMISE 7—The Centralization Struggle

The current dynamic tension between state and local control will continue into the near future calling for sensitive and creative responses to governance changes.

TRENDS

There is a slow but continuing shift in policy-making and decision-making authority from local governing boards to state coordinating agencies and boards.

The current work of the Commission for Review of the Masterplan for Higher Education, will establish some redirection and some new operating procedures if the Legislature follows their recommendations. It will probably be another year before the "reforms" become law.

Many mixed messages go out to the public from the legislature, state administration, professional organizations, and competing segments of education about the appropriateness of the community college's mission and the quality of services. Often the assumption reached by the public is that the "horror stories" are the norm and all colleges, good and bad, get tarred by the same brush.

The role of academic senates locally and statewide will continue to expand in academic planning, program evaluation, and college management over the next few years.

District-wide planning and decision-making has increased markedly in the last three years through the BPDG and will slowly increase over the next few years. An appropriate balance between campuses and the District Office in the responsibility for staffing, financing, and programming will require continuous attention and negotiation.

Collective bargaining has been "institutionalized" and strong working relationships between employee groups and management can be assumed for the Foothill-De Anza District.

Increased need for accountability by state agencies and boards will pressure local boards to demand from their colleges stricter evaluation of faculty, students, administrators, and programs.

IMPLICATIONS

Local boards and their managements will find it necessary to develop new ways of working with employee units and state agencies as meaningful partners in the development and direction of the colleges.

The work of the Commission for Review of the Masterplan for Higher Education needs to be carefully monitored until they complete their study of the other two segments. While most of the "reforms" called for already exist in some form at De Anza, added emphasis in some areas will require change.

Managers at all levels will need creative as well as constant training in how to work more effectively with faculty in a collaborative decision-making mode.

Increased resources from the state to the colleges will carry expanded restrictions for expenditures, reserves, carryovers, and savings that will impact on a college's response to local needs arising out of educational, social, and political demands.

Colleges will need to send clear signals to the community not only about its programs but what the public can and must do to insure the college's place in the community. The college must also give increased attention to local politicians and state elected officials.

SECTION 4

NEW AND RENEWED STRATEGIES FOR THE 80s—AND BEYOND

To have a strategy is to put your own intelligence, foresight, and will in charge instead of outside forces and disordered concerns. . . . Strategy means agreeing on some aims and having a plan to arrive at a destination through the effective use of resources.

—George Keller

The following strategies are broad in focus and deal with substantive issues of purpose and direction. They are not working tools. To become so they must be translated by people—people in departments, divisions, and programs—into action plans and finally into operating programs and services compatible with the other efforts of the college. Administrative responsibility for beginning this translation for each of the 23 strategies identified is shown in Section 5.

Some of these strategies will set new directions for the college; however, most of them are either a continuation of strategies set forth in the first edition of *Planning for the 80s*, or they represent a shift in emphasis that already existing programs must undergo. None of the changes that may be necessary should be construed as a withdrawal of support from those traditional programs that have met the test of time. Nevertheless, almost all programs and staff will need to change in some ways, as indicated by these institutional strategies, to keep current and viable in meeting the demands of the 80s—and beyond.

DYNAMIC DEMOGRAPHY

With the college's service-area population stabilizing but the structure of that population undergoing major diversifications in age, ethnicity, and life-styles, the following strategies will be pursued:

1. **Lifelong educational endeavors for career and personal development will be given the same attention by college programs and services as has been true in the past for education designed for traditional age postsecondary students.**
2. **Special attention will be given to adapting curriculum, instructional delivery systems, and student services to the largest emerging age cohort, the 25-49-year-old one.**
3. **With rapidly rising education levels of the population, more attention will be given to providing appropriate courses for those already holding degrees.**
4. **As the Asian population becomes the largest minority group in Santa Clara County, special attention will be given to cultural and recreation activities attractive to that group.**
5. **Wherever feasible, curriculum and instructional delivery will be customized, individualized, and personalized to augment the traditional group delivery systems in order to better serve the great variability in preparation and learning styles among students in an open-access college.**

THE KNOWLEDGE EXPLOSION

All aspects of the college's operation are affected by the changes brought on by the rapid expansion of knowledge—now said to double every five years—and the concomitant advances in technology which not only require curriculum and staff renewal but offer tremendous opportunities for new instructional delivery systems. Therefore, the college will pursue the following strategies:

6. **Funds for curriculum updating, staff development, and equipment improvement will be sought from internal and external sources to keep all the college's programs and personnel as close to "proven technology" as possible.**

7. **The several uses of television—instructional modules for traditional classes, student services information, cablecasting and broadcasting of courses, training techniques for television production, television drama classes, satellite-delivered workshops, and community services/public access programs—will be refined and enhanced.**

8. **Micro, mini, and maxi computer capabilities in computer sciences and in computer-aided instruction will be increased to keep pace with the high local demand and the high local standards.**

9. **Leadership in creating networks for cooperative delivery of instructional services by Santa Clara County educational institutions will be provided by the college.**

HIGH-TECHNOLOGY-BASED ECONOMY

A community college located in the very heart of Silicon Valley with its highly specialized and expanding high technology workforce faces heavy demands for both inservice and pre-service training, and therefore the following strategies will be pursued:

10. The college will continue and enhance its collaborative relationship with local business, industry, and governmental agencies, including cooperative funding, in providing inservice education.

11. Careful assessment of ongoing educational needs of the area's workforce will be made and appropriate curriculum and instructional delivery systems developed to serve better this major component of our local area.

12. Worksite instruction, classes offered at hours convenient to commuting workers, and classes designed to be in time frames compatible with jobs will be further developed.

13. With the demand for K-12 teachers increasing greatly in the next 10 years, and with a much higher need for inservice trainers by business and industry, the college will develop new curriculum and services to serve these needs.

14. The needs of small business for inservice training are pronounced though not easy to access and provide for as for larger enterprises with sophisticated personnel staffs. The college will give attention to these needs through the enhanced efforts of the Small Business Institute.

15. The "hard-to-serve" people in the workforce will continue to be served through the efforts of the Occupational Technical Institute.

16. Renewed emphasis will be given to promoting and updating the humanities and social sciences to encourage the development of cultural literacy and interpersonal skills so that "making a life" will become as important as "making a living."

STRENGTHENING THE INSTITUTION

New accreditation standards, the need for careful environmental assessment during a period of rapid change, the need for careful program review to assure the best use of scarce funds, and the need for ongoing planning require sophisticated information, data, and analysis, and therefore the following strategies will be pursued:

17. **The college's comprehensive, action-oriented institutional research and planning effort will be enhanced to aid staff in developing strategies and program priorities to keep the college strong and viable.**

18. **The quality of programs—as measured by such student outcome factors as successful completions, low attrition, student/staff/employer satisfaction, and transfer success—will be more carefully assessed so that constant, purposeful improvement is better addressed.**

19. **Special attention will be given immediately to the need for phased retirement of senior staff and the recruitment of comparable replacements. Faculty involvement in the selection, induction, and tenure-granting process will be strengthened.**

20. **Collaborative decision-making will be extended to all programs in the college.**

PROTECTING LOCAL CONTROL AND LOCAL INITIATIVE

With the heavy shift of college funding to state sources, the threat of further erosion of local determination has never been greater, and therefore the following strategies will be pursued:

21. **More effective relationships with the legislative and executive branches of government in Sacramento will be sought.**

22. **Stronger local support for community college education will be attempted through stepped-up fund raising.**

23. **Participation by staff and trustees in local, state, and national professional organizations will be encouraged.**

SECTION 5

THE FUNDAMENTAL CHALLENGE

The big challenge isn't concocting strategy but making it work.
—Walter Kiechel III

The fundamental challenge in planning is to change strategies into reality. Follow-up activities are as important to planning as the activities that go into the production of a document. Each year an implementation cycle must be initiated for converting our vision into reality. Figure 1 illustrates the components of institutional planning at De Anza and Figure 4 outlines the timeline for the annual evaluation of last year's work plans and the planning activities for the establishment of next year's work plan. The emphasis in both figures is on producing annual unit work plans that can be reconciled to *Planning for the 80s—And Beyond.*

While the administrative staff is charged with the responsibility for initiating the implementation process, no plan will succeed without the cooperative and collaborative efforts of all segments of the staff and the trustees. What De Anza College will be like in 1990, 1995, and 2000 is to a very large degree being decided now by us.

The tradition of excellence that has been our legacy must now be assured for future generations of staff and students. Our will to excell will continue that tradition—this document points the way.

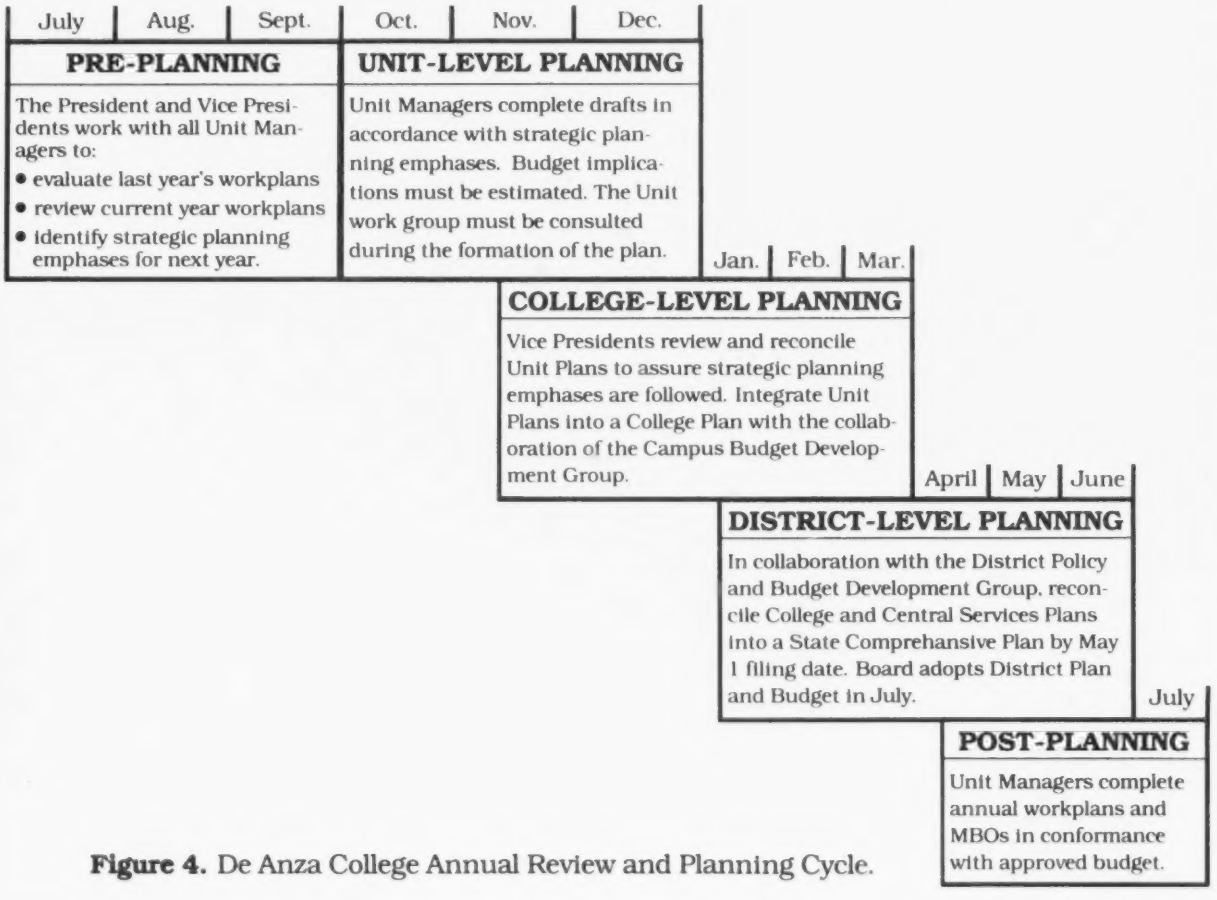

July
Aug.
Sept.
Oct.
Nov.
Dec.
PRE-PLANNING
The President and Vice Presidents work with all Unit Managers to:
• evaluate last year's workplans
• review current year workplans
• identify strategic planning emphases for next year.
UNIT-LEVEL PLANNING
Unit Managers complete drafts in accordance with strategic planning emphases. Budget implications must be estimated. The Unit work group must be consulted during the formation of the plan.
Jan.
Feb.
Mar.
COLLEGE-LEVEL PLANNING
Vice Presidents review and reconcile Unit Plans to assure strategic planning emphases are followed. Integrate Unit Plans into a College Plan with the collaboration of the Campus Budget Development Group.
April
May
June
DISTRICT-LEVEL PLANNING
In collaboration with the District Policy and Budget Development Group, reconcile College and Central Services Plans into a State Comprehansive Plan by May 1 filing date. Board adopts District Plan and Budget in July.
July
POST-PLANNING
Unit Managers complete annual workplans and MBOs in conformance with approved budget.

Figure 4. De Anza College Annual Review and Planning Cycle.

Effective planning that has taken advantage of the expertise of all segments of our staff allows us to maximize the resources we have available, the most important of which are our human resources. We are able to carry out our plans only if they meet with the needs of people—our students and our staff.

Carol Clawson
President
CSEA, Chapter 416

There is a basic human need to "walk the way we talk and talk the way we walk" as a popular country western tune puts it. Strategic planning helps the people at De Anza act decisively and in concert to carry out what we believe in—and what we believe in about our college derives from the academic strategy we have helped devise.

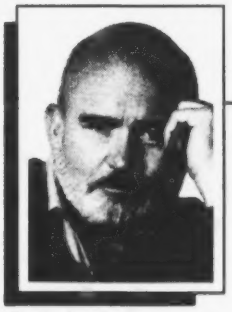
A. Robert DeHart
President
De Anza Collge

Having read this far in Planning for the 80s, *you will agree that planning is essential to the growth of De Anza College. Faculty involvement has been sought and provided in the planning process. The Academic Senate's role will be to continue faculty input in long range planning, which is vital to the growth of our institution.*

Frances Dressler
President
Academic Senate

The process of planning, and the plans that evolve from the process are the means by which we create our future. This creation involves holding fast to that which is good from our past at the same time we literally reinvent our colleges toward the goal of greater educational effectiveness for our students.

Thomas W. Fryer, Jr.
Chancellor
Foothill-De Anza
Community College District



A plan is as essential for institutional success as a map and a compass are for navigation. A plan sets the goals, defines the route, charts progress, and provides the data necessary to stay on course. Without one, we would be a "ship of fools."

Cy Gulassa
President
Faculty Association

In order for an enterprise to be successful it must have good planning combined with good luck. A plan increases the potential for good luck and decreases the potential for risk.

Robert Smithwick, D.D.S.
President
Board of Trustees

A DE ANZA COLLEGE PRODUCT

Not only are the data collection, analysis, and the resulting strategic planning of *Planning for the 80s—And Beyond* a product of the De Anza College staff, but so are the word processing, graphics, and printing of the document.

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